



**THE IMPLEMENTATION OF DESCRIBING PICTURES STRATEGY  
IN IMPROVING STUDENT'S SPEAKING ABILITY AT MTS  
YAYASAN MADRASAH ISLAMIYAH MEDAN  
THESIS**

**Submitted to Faculty of Tarbiyah and Teachers Training UIN- SU Medan as  
a Partial Fulfillment of the Requirement for the (Degree of Sarjana  
Pendidikan) S-1 Program**

By:

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**DEPARTEMENT OF ENGLISH EDUCATION  
TARBIYAH AND TEACHER TRAINING FACULTY  
THE STATE ISLAMIC UNIVERSITY OF  
NORTH SUMATERA  
MEDAN  
2017**



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**MEDAN**

**2017**

Nomor : Istimewa

Medan, 05 Mei 2017

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Tarbiyah dan Keguruan  
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*Assalamu'alaikum Wr. Wb*

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Improving Student's Speaking Ability at MTs**

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqosah skripsi pada Fakultas Tarbiyah UIN Sumatera Utara.

*Wa'alaikumsalam Wr. Wb*

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**SURAT PENGESAHAN**

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Menyatakan dengan sebenarnya skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Saya bersedia menerima segala konsekuensinya bila pernyataan saya ini tidak benar.

Demikian surat ini saya perbuat dengan sebenarnya.

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## ABSTRACT

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**Title** : The Implementation of Describing Pictures Strategy in Improving Student's Speaking Ability at MTS Yayasan Madrasah Islamiyah Medan

MIRA WAHYUNI LUBIS. THE IMPLEMENTATION OF DESCRIBING PICTURES STRATEGY IN IMPROVING STUDENT'S SPEAKING ABILITY AT MTS YAYASAN MADRASAH ISLAMIYAH MEDAN

Skripsi, Medan : Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, Medan 2017

**Keywords:** Describing Pictures Strategy, Improve, Speaking Ability

This research was Classroom Action Research, aimed to improve the students' speaking ability by using describing pictures as strategy and to find out whether the students's ability. The sample of this study was VII-3 which consist of 22 students of MTS YAYASAN ISLAMIYAH MEDAN. This research was done in two cycles. Each cycle consisted of four steps namely, planning, action, observation and reflection.

Based on the research, it was found that the students' ability improved in each cycle. The result of analyzing data showed the improvement of the students' score from pre-test to post-test I and II.

Based on the data analysis, the result of research was indicated that there were improvement on the students' speaking ability at describing pictures strategy of picture as media. The researcher asks the teacher to know students' difficulties in English vocabulary by using interview. The test used in this research is pre- test and post- test. The pre- test was done before implementing by using series of pictures as media. It is to measure students' speaking ability at first. Meanwhile, the post- test is implemented after using describing pictures. In this research, the test was done in form of describing pictures strategy in improving student's speaking ability. The test is held on the end of every cycle. It was proved by the data; the students' score in pre-test, the lowest score was 52 and the highest one was 81; the students' score in post-test I, the lowest score was 60 and the highest one was 84; the students' score in post-test II, the lowest score was 70 and the highest one was 90. In the pre-test, there were 9.09% (2 of 22 students) who got score  $\geq 75$ . In the post-test I, there were 22.72% (5 of 22 students) who got score  $\geq 75$ .

The percentage of the improvement scores from pre- test to post- test I were 13.63%. In the post-test II, there were 90.90% (20 of 22 students) who got score  $\geq 75$ . The percentage of the improvement scores from post test I to post- test II were 68.18 %. Based on the data, it was concluded the student at describing pictures strategy in improving speaking ability.

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Education is an obligation that we must guess since birth. Because of education then we will know a lot of insight in the world in this life.<sup>1</sup>

Implementation of education since the early is expected to give a preparation is needed for the future better and can understand how the importance of education. The purpose of the education is so that children as individuals and as members of society (humans social) can reach the safety and happiness of the highest knowledge. Religion called seek knowledge from the cradle to the grave. In this case the education is desperately needed, because it affects the education and greater impact for each individual taste. Education should be the case that we need to know to add to our knowledge of the things that is always associated with our daily lives - today, because we always go through the process of education, therefore we as individuals have to understand also what the notion of education itself.

Education is a process of guidance given by adults to children growing to achieve optimum development so that the child reaches adulthood.<sup>2</sup> Definition of education is not just to be in the know understand sheer but by then trying to run the process based on what is stated in terms of education. We too often see a

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<sup>1</sup> Mardianto, *Teknik Pengelompokan Siswa*, (Medan: IAIN Press, page. 20.)

<sup>2</sup> Syafaruddin dan Asrul, *Kepemimpinan Pendidikan Kontemporer*, (Bandung: Cipta Pustaka Media, page. 86.)

variety of real events that tarnished the good name of the school may be one reason is because they did not control the value - the value of what is interpreted in the words of education itself.

The development of education along with the development era caused a lot mindset regarding the definition or understanding of education, ranging from the common mindset to become more modern and this greatly affected the progress of education, especially in Indonesia. There are various concepts of education experts who express definition or understanding of real education to achieve the goal of true education.

According to Prof. H. Mahmud Yunus, who referred to education is an effort that is deliberately chosen to influence and help children aimed at improving science, physical and morals so slowly could deliver the child to the aims and ideals of the most high. In order to get a happy life and what to do can be beneficial to themselves, society, nation, state and religion.<sup>3</sup>

From the definition disclosed one education expert concluded that education is one container used to help someone deliver to goals, ideals and pretension, education as well as a way for any person to obtain a better life again. The nature than education is all business influence, protection, and should be directed to the maturity of their students, or in other words help children enough in carrying out the task his own life, not with the help of others. Education is a maturing process for everyone, from small since we have been on the students to be educated people who might be expected to also educate.

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<sup>3</sup>Mahmud Yunus, *Pokok-pokok Pendidikan dan Pengajaran*, (Jakarta: Hidakarya Agung, 1990, page. 12.)

Language is one aspect in acquiring knowledge. Humans will not be able regardless of the language. Evidenced by the use of everyday language. Humans will learn the language so they can communicate well to others. With the language, people will more easily get information from various sources, for examples; television, radio, magazine, newspaper, and another. English can be used as a good communication tool. English as International language because Indonesian people use English language as a foreign language. Indonesian society also plays a role in learning English to be able to compete in a global society. Many schools in Indonesia that makes English study programs so that students are able to communicate well. Dents and able to compete with students in other schools.

There are some skills in English among them, listening, reading, writing, and speaking. In this discussion. Speaking is one of the English language skill that must be understood by the learner and students. With their speaking skills students are expected to communicate with teachers, friends, and other community members. In addition, when students are about to finish studies abroad, with their ability to speak may be a provision for them to communicate with strangers.

On this occasion the author will conduct research on their speaking ability. Talking is one of English proficiency using the voice and pronunciation. Speaking also have to use expressions and phrases appropriate to let others know what is meant by the speaker, so that students are able to dialogue with both people and be able to respond to what they have heard.



Speaking is the act, utterance, or discourse of one speaks. It also can be defined as an activity in giving and asking information as if dialoging by two or more people. As the person, Which English is not our mother tongue, we sometimes find out that is difficult thing to speak the language in our daily life.

According to Grognet A.G Speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating.<sup>4</sup> Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage ( Departmen Pendidikan Nasional).

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the next and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. In speaking, there is a process of communication, which conveys message from a speaker to a listener. A speaker has to encode the message from a speaker to a listener. Then, a speaker has to encode the message and a listener has to decode or interpret the message which contains information. Encoding is the process of conveying the message of information to listener while decoding is the process of receiving information given by the speaker.

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<sup>4</sup> Grognet. A.G, *Definition of Speaking skill*, (Providence: Jamastown Publisher, page. 136.)

A teacher is the most important factor and foremost, because the teacher responsible for the physical and spiritual development of students, especially in schools , to reach maturity learners so that he became a man who knows his duties as a human being . The teacher is a professional educator with a primary task of educating , teaching, guiding , directing , train , assess , and evaluate students in formal education. The teacher must using a variety of strategies that fit the circumstances the class he teaches, so the lesson went well and fun . The good teacher will produce a generation of brilliant. The teacher is a person who runs the primary task of educating, teaching, guiding, directing, train, assess, and evaluate his students in education.<sup>5</sup> In this case the teachers are required to be more creative in teaching in the classroom, the teacher must be careful in choosing media, methods and strategies suitable to be applied into the learning materials. With the right strategy can stimulate students 'willingness to learn and spark students' ability to learn the skills that exist in the four subjects especially English speaking. The strategy is an overall approach with regard to the implementation of the idea, planning, and execution of an activity within a certain time. Inside there is a good strategy team coordination, have themes, identifying the contributing factors in accordance with the principles of the implementation of the idea of a rational, efficient in funding, and have the tactics to achieve goals effectively. The strategy is also an effort to gain success and success in achieving its objectives. In the world of education strategies can be interpreted as a plan, method, or series of activities designed to Achieves a particular educational goal.

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<sup>5</sup> Ramayulis, *Profesi dan Etika Keguruan*, (Jakarta: Kalam Mulia, page. 4.)

The reality in schools showed that every student has the potential and advantages which variation, while as teachers often assume all students in some classes had the same ability, resulting in less attention and understand the background of the emotions , encouragement, motivation and ability of individuals and their adjustment subject matter , tasks, so that the strategies needed is to meet and serve the needs of the student. All strategies have drawbacks and disadvantages of each . There is no best strategy there is only how a teacher is able to see the condition of their students to implement teaching strategies best suited to their students. Learning requires a lot of energy , because we are in direct contact with the brain . Many students are bored , sleepy and lazy when teaching and learning process . A teacher should be alert in the face of such a situation. Strategies help students develop positive expectations for success. Therefore a teacher should think carefully what strategy is suitable for use in the learning process . Teachers must have extensive knowledge , good conduct , creative , innovative and able to adjust a suitable strategy for the subjects to be taught . With the hope of learning process will run fun , not boring and lessons can be understood by all students.

The strategic teacher helps guide instruction by focusing on learning strategies that foster thinking skills in relation to the content. In connecting new information to what a student already knows, learning becomes more meaningful, and not simply retained for test-taking purposes. There are numerous strategies that teachers can develop that accomplish this purpose. To give one information is not difficult, but to help one be able to develop the tools to both know what information is relevant and the means to acquire it, is perhaps the most important

function of any social studies teacher. There are numerous techniques for engaging students in thinking about content.<sup>6</sup>

Learning is an activity that can be done anywhere, anytime, and to anyone. Where students have to learn, can be at home, at school, on the playground, in the cafeteria, in the mosque or even in the rice field or also in the Plaza. Because the study did not know where the formalities must place a limit can only be in certain places can only be learned.<sup>7</sup> A teacher must be careful in choosing a learning strategy to revive the spirit of the students in learning in the classroom, so they do not get bored and lazy to learn in the classroom. There are several strategies that we can do in the classroom to spark the spirit of learning in children.

MTs Yayasan Madrasah Islamiyah Medan, suluh street no. 74 North Sumatra. One of the most important things that must be mastered by students is the ability to speak. In speaking students can communicate with teachers and friends properly. The ability to speak is going to work properly if there is cooperation between teachers and pupils. There are some students who are able to speak English. They can express their opinions and answer questions given by the teacher.

In reality there are still many students who are less able to speak in English. There are some problems faced by such students, a lack of understanding of students about the English language, which is less supportive environment

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<sup>6</sup> <http://www.adprima.com/strategi.htm> 12 December 2016

<sup>7</sup> Mardianto, *Teknik Pengelompokan Siswa*, (Medan: IAIN Press, page. 13.)

students to use the English language, a lack of vocabulary of the students, lack of instructional media and learning strategies that are monotonous.

To make the teaching process not monotonous, teacher should make the media and strategy in teaching. One of the strategy is describing pictures strategy, because that strategy use some picture as the media that students can describe, so it may can improve students' speaking ability especially in MTs Yayasan Madrasah Islamiyah Medan.

## **1.2 Identification of the Problem**

Based on the above background , the identification of problems in this research are:

1. How to improve the competence of teachers in instructional strategies ?
2. How to improve the learning of English in teaching strategies ?

## **1.3 Limitation of the Problem**

Based on the background and the identification of the above problems, the boundary problem in this study are:

1. Student interest in the aplication of strategy teaching at MTs Yayasan Madrasah Islamiyah Medan
2. The object used is an pictures strategy in improving student's speaking ability

## **1.4 Formulation of the Problem**

Based on the background and restricting of the above problems, the boundry problem in this study are:

1. How is the increased activity of learning to English student by applying learning model strategy teaching ?
2. What the effect of describing pictures strategy to improving student's speaking ability in English learning outcomes students of MTs Yayasan Madrasah Islamiyah Medan

### **1.5 The Objectives Purpose of the Study**

Based on the problem above the purpose of Research taken are as follows:

1. Pictures strategy is intended that the learning is not just memorize but necessary to understanding
2. To increase the competence of student's in learning by implementing pictures strategy

### **1.6 The Signification of Study**

1. The identify can be very well all the needs associated with system pictures strategy at the MTs Yayasan Madrasah Islamiyah Medan
2. Knowing matter what problems arise in the strategy teaching in learning
3. Resulted in the adoption in the strategy teaching in learning

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Review**

A theoretical (or conceptual) definition is an abstract concept that defines a term in an academic discipline. Without a falsifiable operational definition, conceptual definitions assume both knowledge and acceptance of the theories that it depends on. A hypothetical construct may serve as a theoretical definition, as can a stipulative definition.

A theoretical definition is a proposed way of thinking about potentially related events. Indeed, theoretical definitions contain *built-in* theories; they cannot be simply reduced to describing a set of observations. The definition may contain implicit inductions and deductive consequences that are part of the theory. A theoretical definition of a term can change, over time, based on the methods in the field that created it.

#### **2.1 Speaking**

Speaking is a communication skill that enables a person to verbalize thoughts and ideas. People speak because of some reasons such as: asking and telling information, debating, argumentation, expressing feeling, emotion, and desires. Speaking is also one of the most important skills to master in a language. Its success is measured in terms of ability to carry out conversation in an interactive process constructing meaning that involves producing, receiving, and

processing information. Speak means talk about, use your voice to say, be able to use language make a speech to an audience, make use of language ordinary, not singing.

States it is necessary to use acceptable forms of correct language. The forms involve grammar, vocabulary, pronunciation, and intonation. The learners should be able to produce basic structure correctly.

Speaking is an interaction process between speaker and listener. Speaking as an exchange of thoughts and ideas about one or more topic between two or more speakers.<sup>8</sup> Then, speaking is the informal interchange of thoughts and information by spoken words. It means that speaking is a tool to transfer information other.<sup>9</sup>

In speaking, there is a process of communication, which conveys message from a speaker to a listener. A speaker has to encode the message from a speaker to a listener. Then, a speaker has to encode the message and a listener has to decode or interpret the message which contains information. Encoding is the process of conveying the message of information to listener while decoding is the process of receiving information given by the speaker.

The process of encoding and decoding exist between speaker and listener that encoding means translating ideas, feelings and intentions into a message of message, while decoding means to talk about the stimuli that have

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<sup>8</sup> Greene,S, *Communicating Naturally in s Second Langage*, ( New York: Cambridge University, page. 91.)

<sup>9</sup> Dobson,F, *Communication in The Class*, (New York: Longman, page. 17.)



been received and interpreting their meaning, or internal response to message. It means that the speaker and listener need to understand each other.<sup>10</sup>

Allah says:

QS. An Nisa ayat 63

يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي أَنْفُسِهِمْ قَوْلًا بَلِيغًا

*“They are people that God knows what is in their hearts. Therefore turn away from them, and give them a lesson, and say to them Qaulan Baligha -word that mark in their souls ”.*

QS. Al Ahzab ayat 32

” لَسْتُنَّ يَكُنَّ نِسَاءً مِثْلَ نِسَاءٍ أُخَرَ إِنِ اتَّقَيْتُنَّ فَلَا تَخْضَعْنَ بِالْقَوْلِ فَيَطْمَعَ الْإِفْكِ فِي مَرْأٍ وَقُلْنَ قَوْلًا مَعْرُوفًا

*“Wives of the Prophet, you all are not like other women, if you are cautious. Then ye shall abide in speaking so wishful people that there is a disease in their hearts] and say Qaulan Ma'rufa –good words. ”*

So in this case we as human beings should have a good talk to anyone. States that understanding of the spoken language cannot simply be left to take care of itself, while a higher proportion of class time is needed to develop the ability of the students to speak. It means that in developing students speaking ability.<sup>11</sup>

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<sup>10</sup> Johnson, M, *The Process of Encoding and Decoding Exiat between Speaking and Listening*, (London: Longman, page. 128.)

<sup>11</sup> Byre, D, *English Teaching Perspective*, (London: Longman, page. 10.)

Besides, the students need to understand words and the correcting devices that link together. This needs reflect that practice in producing the spoken forms correctly is important. The develop speaking ability in the foreign, language the students must have continual in communication.<sup>12</sup>

Therefore, in order to speak English fluently, the students need to practice the language. This condition does not only improve the students' speaking ability but also their pronunciation, in addition, they will be able to produce correct stucture. The language experience on notion of correct response may enable the students to his pronunciation and improve his ability to produce short stucture response.<sup>13</sup>

To improve students's speaking ability, the teacher needs to help the students as part of his job as expressed. States that it is part of the teacher's job to help learner's forms in foreign language. It means teacher always correct their students' knowledge about English.<sup>14</sup> To improving students' speaking ability, the teacher must using learning strategy in the class to give students understanding that the learning objectives that can be achieved.

The term 'Speaking Ability' here means the ability to apply grammatical and dicourse to communicate effectively in particular contexts for particular purposes.<sup>15</sup>

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<sup>12</sup> Rivers, W, *Speaking in Many Tongue : Essay in Foreign Language Teaching*, (New York: Cambridge University, page.67.)

<sup>13</sup> Brown, J, *Teaching the Spoken Language*, (Cambridge: Cambridge University.)

<sup>14</sup> Brumfit, P, *The Functional National Approach*, (New York: Oxford University Press, page. 2.)

<sup>15</sup> Alexander, L. G, *Fluency in English* , (London: Longman.)

L.G Alexander arranges the speaking ability within these purposes.

1. The ability to understand English dealing with everyday subjects and spoken normal speed.
2. The ability to answer question which require short and extended answers.
3. The ability to ask questions to elicit short or extended answers.
4. The ability to use orally a large number of elementary sentences patterns.
5. The ability to reproduce orally substance of passage of English after having heard it several times and read it.
6. The ability to conduct a simple conversation on everyday subject (e.g. expressing preferences, polite, interchange, careers, travel, common experience, etc)
7. The ability to give a short talk (prepared or unprepared)

There are two kinds of language ability; *basic interpersonal communication skills (BICS)* and *cognitive-academic language proficiency*. From the statements above, the researcher would only evaluate the sixth ability and the activity will be BICS. In the other words, she only intends in speaking ability to conduct a simple conversation or interview everyday subject. And in order to measure the speaking ability there are some elements that should have got attention: *accent, grammar, vocabulary, fluency, and comprehension*.<sup>16</sup>

### **1. Accent**

The lowest level of knowledge a speaker draws on is that of pronunciation. Normally, the way people pronounce individual words, and the sounds that they are composed of, is not something that involves conscious

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<sup>16</sup> Jhonstone, *Communicative Interaction: a guide for language teachers*, (London: Center for Information on Language Teaching and Research.)

choices. Words are stored along with their pronunciation and don't need to be reconstituted from scratch each time they are used. Pronunciation still obviously influence by L1 though clearly intelligible. In this case, the students which are able to pronounce correctly will be marked has a 'foreign accent'. Here we understand that to see the accent of a speaker is the same as to see his pronunciation.

One area of pronunciation, however, where significant choices are available to speakers is in intonation. Intonation serves both to separate the stream of speech into blocks of information (called tone units) and to mark information within these units as being significant.

## **2. Grammar**

Grammar is the system of a language. Since spontaneous speech is produced in clause-length rather than sentence length ones, a sentences grammar will be of limited usefulness for speaking. It is sentence grammar, however, that has always been the main focus of language teaching. Learners are taught to manipulate relatively lengthy and complex constructions that are more typical of written than off spoken language.

Most of foreign learners are afraid to speak up whenever they do not know about the grammar. They think that English grammar is very complicated, especially for those whose their structure language is very simple, like Indonesia which it does not have verb changing or tenses.

## **3. Vocabulary**

Nunan says, "Vocabulary is more than lists of target language words". A spoken word is a sound or sequence of sounds, which communicate an idea to

mind of another person. In order to communicate those 'ideas' precisely, a speaker should express them with precise words rather than general words.

Since words communicate ideas, precise words communicate ideas precisely. It means that the larger one's vocabulary, the less risk of misunderstanding. For example:

I'm sorry for I have to be leaving you this time.

I can't go with you for I've already have another appointment.

The word for actually has several meanings but since he only knew that it means untuk, he can not understand the sentences while in this case, for means karena.

#### **4. Fluency**

A fluent listener is able to make meanings from a flow of continuous sound even when this is partly above the threshold of comprehension. A fluent speaker can keep going, both when interact with other speakers and when monologue. Fillmore looks at fluency as the ability to fill time of talking most productive. He will pronounce words needed for communication purpose. The speed of rendering is distinctive. When the speaker wastes time or delaying his speech, he is said to be unproductive. Thus, one's fluency can be measured in the efficiency of time.

So, the definition of fluency is derived as 'the ability of an individual to speak without undue hesitation.

#### **5. Comprehension**

Based on The America Heritage Dictionary of The English Language states that comprehension is the act or the fact of grasping the meaning, nature, or

importance of something. It also the act of understanding ; understanding means the recognition of a general rule or principle or pattern.

This is more likely if there are several instances of the item that is being targeted for learning, so that the pattern or rule can be more easily perceived. It means that what the listener hears and understands from a speaker is to show his comprehension. In other way , the listener takes in the sounds uttered by a speaker and uses them to construct interpretation of what they think the speaker intended to convey. As a conclusions, comprehension is the ability to listen, to understand and to speak intended.

## **2.2 Strategies in Teaching**

Human have an understanding of strategy as a reference outline for action to achieve the target to be desired. If it is associated with learning or teaching, the strategy could be interpreted as a general pattern of activity between teachers and students in a teaching and learning activities to achieve the objectives that have been outlined.<sup>17</sup>

Learning strategy is a learning activity that must be done so that the teacher and student learning objectives can be achieved effectively and efficiently. Or learning strategy is a set of instructional materials and procedures that are used together to inflict on student learning outcomes.<sup>18</sup>

The strategy has an idea of an outline of the bow to act in order to achieve specific targets, while learning is a form of human activity that is carried from birth to death or something changes in personality expressed exploitation -

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<sup>17</sup> Ngalimun, dkk, *Strategi dan Model Pembelajaran*, (Yogyakarta: Aswaja Pressindo).

<sup>18</sup> Istarani, *Model Pembelajaran Inovatif*, (Medan: Media Persada, page. 1.)

exploitation respin (welcome) or behavior the new form of changes in the skills, attitudes, habits, abilities and coercion, while teaching is a manufacture can be said mengajad action when action was based on a careful planning and meticulous.

If we refer to the term strategy is derived from the Greek strategos, which means an attempt to achieve victory in a war originally used in a military environment, but proceed with the strategy used in various fields has an essence that is relatively the same, including adopted within the context of learning known as learning strategies , In education, the strategy is defined as a plan, method, or series of activities designed to Achieves a particular education goals. So learning strategy as a plan that contains a series of activities designed to achieve specific educational objectives.

General pattern deeds teacher-learners in the realization of teaching and learning activities. The nature of the general pattern of a wide meaning and order act in question appears to be used and / or entrusted teacher-learners in a variety of learning events.<sup>19</sup> So the strategy refers to the characteristics of an abstract series of actions the teacher-learners in the teaching and learning events. Suggests that the strategy of learning is a learning activity that must be done so that the teacher and student learning objectives can be achieved effectively and efficiently.<sup>20</sup>

The learning strategy can be interpreted as the chosen, namely to provide facilities or assistance to students towards achieving specific learning objectives. Strategies are ways selected to deliver learning methods in a particular

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<sup>19</sup> Sanjaya, Wina, *Strategi Pembelajaran*, (Jakarta: Kencana)

<sup>20</sup> Kemp, Jerrold, *Instruction Design: A plan for Unit and Course Development*, (Belmon: Feron)

learning environment. Furthermore, they elaborated that meant learning strategies include the nature, scope and sequence of learning activities that can provide learning experiences to learners.

Strategy is a teaching agenda that indicates the direction of the classroom activities to help the students make an achievement of a certain knowledge and skill on a certain language aspect. Strategy there are some steps to reach the purpose of education. A good from strategy is design, realize, evaluation and experiment.<sup>21</sup>

A certain teaching is associated with a certain teaching material and classroom teachers are suggested to use the suitable strategy, to make students achievement, improve on the teaching material to contract a certain knowledge, and skill such as listening, speaking, reading, and writing.

In teaching learning process, the teacher who wanted to deliver the material should choose the suitable teaching strategy, because the strategy can influence the result of teaching. Therefore, teacher should use effective strategy for material.

The applying suitable strategy the students will be easy to understand what the teacher conveyed, the students can be motivated to learn without feel bored or suffered. As a teacher, we should understand and wake up the biggest potential of the students in learning. To create the students interest, the teacher should apply many strategies in transferring knowledge to the students. Because by using various strategies the the students will be easy to understand the material

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<sup>21</sup> Safaruddin, *Inovasi Pendidikan*, (Medan: Perdana Publishing, page. 75.)



and the teacher can help to control the students and the activity in classroom will be comfort. The student's ability in mastering subject will determine by the teachers teaching the material.

Students who are taught by applying interest strategy is more highly motivated than those who are not taught with a monotone style. This can lead to a more effective learning. The reason why it is important is that a teaching strategy includes: what are involved actively in learning, how much the students are responsible for learning and how learning is assessed.

### **2.2.1 The Important of Strategy**

In the process of teaching and learning, teachers have a duty to encourage, guide and learning facilities for students to achieve the goal. Teachers have a responsibility to see everything that happens in the classroom to assist in the development of students. Submission of the subject matter is just as a dynamic process in all phases and process development of students.

More specifically centered on the teacher's task:

- 1) Educate the center of gravity provide direction and motivation achievement of goals both short term and long term.

- 2) Facilitate the achievement of objectives through adequate learning experiences.

- 3) Assist the development of the personal aspects such as attitudes, values and adjustment. Thus, in the teaching-learning process is not limited to the teacher as a transmitter of knowledge but more than that, he will be responsible for the overall development of personality of students. He should be able to create

such a learning process that can *sehigga bealajar* stimulate students to be active and dynamic in meeting the needs and created a goal.

Besides, the development of science and technology as well as social and cultural development are rapidly has presented a challenge to every individual. Each individual is constantly challenged to continue to learn to be able to adapt as well as possible. More open learning opportunities through a variety of sources and media. Students today can learn from a variety of sources and media such as newspapers, radio, television and so on.

We all know that learning is an activity that we must do and we give to learners. Because it is a key to success to reach a bright future, preparing a generation of people with high scientific insight. Which will eventually be useful for the nation, the state, and religion. Seeing the role is so vital, then implement the strategy effectively and efficiently is a must.

With the hope of learning process will run fun and not boring Each learning strategies (SBM) has the realm of learning there are three, namely: cognitive sphere or domain of knowledge changes; Affective or shutter change of attitude-behavior; and psychomotor sphere or domain change / improvement skills.

Therefore, SBM is an important component in the learning system is an activity undertaken by a teacher in teaching to provide an understanding of learners so that the learning objectives that can be achieved.

### **2.2.2 Strategy and Describing Pictures**

Learning is an activity that can be done anywhere, anytime, and to anyone. Where students have to learn, can be at home, at school, on the playground, in the cafeteria, in the mosque or even in the rice field or also in the Plaza. Because the study did not know where the formalities must place a limit can only be in certain places can only be learned.<sup>22</sup>

A teacher must be careful in choosing a learning strategy to revive the spirit of the students in learning in the classroom, so they do not get bored and lazy to learn in the classroom. There are several strategies that we can do in the classroom to spark the spirit of learning in children.

#### **1. Technique Discussion**

Discussions communication is an interaction between two or more people / groups. Normally communication between them / groups in the form of one science or knowledge base that will finally give a good sense of understanding and correct. Discussions can be anything that originally called the topic. Discussion of this topic and discussed developing that will ultimately result in an understanding of the topic.

Technique discussion is one of the techniques of teaching and learning is done by a teacher at the school, which is where in this technique is a process of interaction between two or more individuals involved, exchange of experience, information, solve problems, can also all active no passive audience. Technics discussion is a way of teaching to solve the problems encountered, whether two or more people who each put forward their arguments to reinforce his opinion.

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<sup>22</sup> Mardianto, *Teknik Pengelompokan Siswa*, (Medan: IAIN Press, page. 13.)

## **2. Technique of Working Group**

Group work techniques adalah a way of teaching, in which students in the classroom is seen as a group or divided into several groups. They work together to solve problems, or perform certain tasks, and try to achieve teaching objectives have been determined by the teacher.

## **3. Technique of Invention (Discovery) and Simulation**

### **a. Technics invention**

Mechanical discovery is the process by which a student doing a mental process that must be able to assimilate something concepts or principles. The definition of mental process is to observe, digest, understand categorize, make suspicion of making inferences and so forth. While the principle is allowed to find their own students or experiencing mental itself, only the teacher guide and memberikan instruction.

### **b. engineering simulation**

Engineering simulation is a way of teaching which uses a person's behavior to act like a person who is meant with the aim that people can avoid a deeper understanding of how that person is feeling and doing something in other words students holding peranan as others.

## **4. Technique Inquiry**

Inquiry is a teacher teaching techniques in the classroom where teachers share responsibility for examining an issue to the class. Students are divided into groups and each group received a specific task that must be done. Then they studied, researched, and discuss their duties within the group then made a well-

constructed statements and discussed extensively or through plenary in order to obtain a final conclusion.

Technics inquiry is a learning activity that involves optimally throughout the student's ability to locate and investigate things (objects, people or events) in a systematic, critical, logical, analytical so that they can formulate their own findings with aplomb.

### **5. Technique of Study Tour**

The technique is a technique of teaching travel work carried out by getting students to a certain place or a certain object outside school to learn or investigate something.

### **6. Teachinique of Speech**

Mechanical lecture is the most traditional way of teaching and have a long run in the history of education, which is where a teacher transmitting knowledge to students verbally or lectures.

Technics lecture is: give a description or explanation to a number of students at a particular time and place. In other words, this technique is a technique taught to convey information and knowledge orally to a number of students who generally follow passively. This technique is also called the technique lecture or speech technique.

Many strategies that can be done by teachers when learning, a strategy that should fit in with the material taught and taught media. Here the authors want to use media images to help the application of learning strategies. The image of students are expected to be more creative in learning.

The word media is derived from the Latin *medius*, which literally means 'middle', 'intermediate' or 'introductory'.<sup>23</sup>

Media when understood in outline is the human, material, or events that establish the conditions that enable the pupils to acquire knowledge, skills, or attitudes. In this sense, teachers, textbooks, and school environment is a medium. In particular, the notion of media in teaching and learning tends to be interpreted as graphics tools, photographic, or electronically to capture, process, and reconstruct the visual information or variables.

Given the many constraints on the media. Education and Communications Technology Association (Association of Education and Communication Technology / AECT) in the United States, limiting the media as all forms and channels used to distribute the messages / information. The media are different types of components in the environment that can stimulate students to learn. That the media is all the physical tools that can present the message and stimulate students to learn. Books, films, tapes, films frame is an example.

The National Education Association (National Education Association / NE) have a different understanding. Media are forms of communication, both printed and audiovisual as well as equipment. The media should be manipulated, can be seen, heard and read. Whatever the prescribed limits, there is a problem between these limits is that the media on is anything that can be used to deliver a message from the sender to the receiver so that it can stimulate the mind, feelings, concerns and interests as well as the student's attention such that the learning process occurs.

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<sup>23</sup> Arsyad, azhar, *Media Pembelajaran*, (Jakarta: PT RajaGrafindo Persada, page. 3.)

Media-based visual (image or parable) play a very important role in the learning process. Visual media can facilitate understanding (eg, through the elaboration of the structure and organization) and strengthen memory. Visual can also cultivate students' interest and can provide the relationship between the content of the subject matter with the real world. To be effective, visual should be placed in a meaningful context and students to interact with the visual (image) to convince the update process.

Graphic media including visual media. As with other media graphic media serves to channel messages from the source to the receiver. Channel is in use involves the sense of sight. Messages will be delivered poured into symbols of visual communication.

These symbols should be understood correctly means that the process of delivery of messages can be successfully and efficiently. In addition to the general functions, specifically graphic also serves to attract attention, clarify the presentation of ideas, illustrate or decorate a fact that may be quickly forgotten or ignored if not to graphic.

In addition to simple and easy creation of graphic media, including media is relatively inexpensive in terms of cost. Many types of graphic media, one media image / photo.

Among the educational media, images / photos are the most common media used. He is a common language that can be understood and enjoyed everywhere. Therefore, the Chinese proverb says that a picture speaks more than a word.

Some of the advantages media images:

1). Concrete nature; Picture / photo shows the subject matter is more realistic than the mere verbal media.

2). Images can overcome the limitations of space and time. Not all objects, objects or events can be brought to the class, and can not always be the children were taken to the objects / events. Drawings or photos can overcome it. Niagara Falls or Lake Toba can be presented to the class through a drawing or photograph

3). Media images / photos can overcome the limitations of our observations. Or cross-section of leaf cells that can not be seen with the naked eye can clearly presented in the form gamabar / photos.

4). Pictures / photos can clarify an issue, in any field and for any age level, so as to prevent or correct any misunderstandings.

5). Photos are cheap and easily obtained and used, without the need for special equipment.

Good image so that it can be used as a medium of education are:

#### 1. Authentic

The image must be honestly described the situation as if people see the actual object.

#### 2. Simple

The composition should be fairly clear picture shows the main points in the image.

3. The relative size. Pictures / photos can increase or decrease the object / objects actually. When the picture / the image of the object / objects that have



not known or never seen children so difficult to imagine how big the object / objects. To avoid it should be in the photo there is something that has been known to children so as to help visualize images.

4. Pictures should contain motion or action. Good picture does not show the object at rest but shows a certain activity.

5. The images may not necessarily be good for achieving the learning objectives. Although lacking in terms of quality, images of student work itself is often better.

6. Not every good pictures is a great media. As a good media, pictures let good from the point of art and correspond to the learning objectives to be achieved.

Guess Pictures:

#### 1. Definitions

Guess the picture is a skill to guess exactly or approximately, both the object based on the characteristics, certain criteria where the truth is uncertain.

#### 2. Strategy guess image

Strategy guess guess the images of the object image by way calling / define the character's name or the name of the image on the displayed image of teachers in student learning activities. I once found a teacher perform the method guess the picture on social science subjects hero material. The teacher asks the students to recognize heroes by observing posters hero, digging up information (explore) by reading a book, trace through wikipedia information, or to ask the teacher.

At the end of the session the teacher asks students to guess the name of the hero along with other identities. The process is done by guessing pictures show pictures slowly until the image looks intact. Guess the students begin the process of displaying images slowly and very likely the students were able to guess the image even though the image has not been seen in their entirety.

At the end of the session to guess the picture is the way students communicate information knowledge they have acquired. The process of guessing the picture is a learning process that uses a scientific approach.

### 3. Application Procedure Guess Pictures

What strategy dilaksanakan guess image in learning in class? Is an important question to understand the teacher, that the process of scientific learning strategies guess drawings done with the procedure, as follows:

- Ensure that teachers teaching materials containing images of character names or the name of the hero, or the names of laboratory tools or pictures of objects that contain information knowledge.
- Prepare drawings referred to in the large or medium size or A4 paper size and make sure the image has been laminated so that the image is not worn and can be enforced when the teacher opened the picture slowly.
- At the back of the picture, the teacher wrote down the name of the image as well as other information about the image. This allows teachers to inform answers to students after students successfully or not successfully answer the riddle image.
- Prepare a paper or cardboard cover image.

#### 4. Recommendations Implementation Strategy Guess Pictures

Learning to use the media images, enables students to remember and understand the material dipelajari. Strategi guess the image can be used on all kinds of levels of education, from kindergarten level (kindergarten), elementary school students (SD), junior high school students (SMP), and puffed school students (high school).

#### 5. Approach Multiple Intelligence and Learning Modalities

The learning process students use strategies guess image representing the realm of visual intelligence. The strategy contains elements of the picture guess observations pictures (spasia visual, logical mathematical) and communicate the image (linguistic).

### **B. Related of Study**

Based on research conducted by Tarigan Jenheri Rezeki (2012/2013) in a study entitled “Improving Student’s Speaking Achievement Through Debating Technique”

This study aims to increase students’ speaking achievement trough debating technique. This study was conducted by using Class Action Research (CAR). The data was collected by giving speaking test counting the means of the student’s score. The result of the study shows that the mean of second cyle is higher than the mean of the first cycle and mean of the pre-test.

Based on the observation sheet, questionnaire, diary notes and interview, the students were more active and got inprovement in speaking class.

### **C. Conceptual Framework**

Based on the literature review, there are four language skills; listening, speaking, reading and writing. Speaking is commonly making someone understands, also speaking is the second skills that need to comprehend by the people chronologically in their life. Speaking is one of the languages that should be achieved by the learners of English, because speaking is important for them to practice their capability and their understanding, how to send idea, and how to spell word well, in this case the students' motivation and interest are very needed to make the process of their understanding more easily.

Speaking is an action to produce words, to express ideas, feeling and intonations for communication. In speaking people put something they want other people to understand. There are some important things in speaking English that must be known and understood, they are namely the grammar, vocabulary, pronunciation, and the background of internal and external factors. Because of this, the learners still face some troubles in learning speaking.

Speaking is one of the keys in english communication in speaking ability. In order to teach effectively and successfully, especially to junior high school students, teachers have to pay attention to somefactors causing the success of teaching speaking. One of them is choosing the appropriate strategy or approach. There are some strategies in teaching language, but not all and strategy are effective. Considering that all strategys have their own strengths and weaknesses, the teacher should be able to choose the appropriate strategy or the most effective one.

Based on the theories explained previously and the background of the research, a conceptual framework is constructed on the description of the difficulties of speaking in English for the students. This conceptual framework is aimed at focusing this research on the problem concerned.

There are many strategies that are used by teacher to improving the student's ability in speaking. But, to make learning more fun and to make the class more active, the teacher can use describing pictures strategy in learning, especially in teaching speaking.

#### **D. Hypothesis**

The hypothesis of the result study is formulated as follows:” the implementation of describing pictures strategy in improving student's speaking ability for the seventh graders of MTS Yayasan Madrasah Islamiyah Medan in the school year 2016 / 2017.

The hypothesis is a tentative answer to a problem in a research and still needs investigating in this case the writer's hypothesis is formulated as follows:

Ha = There is no implementation of describing pictures strategy in  
improving student's speaking ability

H0 = There is an implementation of describing pictures strategy in  
improving student's speaking ability.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **3.1 Place and the Time Research**

a. Place Research: Class Action Research conducted in MTs Yayasan Madrasah Islamiyah Medan, particularly the students of class VII MTs Yayasan Madrasah Islamiyah Medan.

The writer choosed in MTs Yayasan Madrasah Islamiyah Medan because the school near from the writer's campus and the scchool's location is in city. And in MTs Yayasan Madrasah Islamiyah Medan the English teacher never use describing pictures strategy in speaking skill subject..

b. Time Reseach : When the study is the time it takes researchers in implementing CAR (Class Action Research). The research was conducted in 3 April 2017 to 20 April 2017. Actually it was done in the second semester, the school year 2016/2017

There are some considerations why the writer choosses this school as the location of the research, such as:

1. The school was easy to reach for the purpose of the data collection
2. The school has a strategic place
3. The teacher has friendly and students be have manners.
4. The school welcomed the research that aimed to improve the teaching learning quality.

### 3.2 Research Design

The research method is a method used by researchers to collect data research.<sup>24</sup> The method used in this research is a class act.

The name of which contained three words:<sup>25</sup>

1. Research: shows a close watch on the activities of an object using the ways and rules specific methodology to obtain data or information that is useful in improving the quality of something that interests and important for researchers. The activities in the research such give a question to to the students and ask the students to describe pictures that the teacher give.

2. Action: refers to a deliberate motion activities with a specific purpose. In a study in sets of cycle of activities for students.

3. Grades: in this case are not bound to the terms of the classroom, but in a more specific sense, which is a group of students at the same time, receiving the same lesson from the same teacher as well.

So that by combining the three words mentioned above, namely (1) research, (2) actions and (3) class. It can be concluded that the research class action is a scrutiny of the learning activities in the form of an action, which is deliberately raised and occur within a class together. Such actions are given by the teacher or the guidance of the teachers done by students.

Classroom Action Research is a variety of contextual learning class research conducted by teachers to solve problems faced by the teacher learning,

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<sup>24</sup> Suharsimi Arikunto, (2002), *Prosedur penelitian*, (Jakarta: PT. Rineka Cipta, page.136.)

<sup>25</sup> Suharsimi Arikunto, (2007), *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, page. 2-3.)

improving quality and learning outcomes and try things - new things in order to improve the quality of teaching and learning outcomes.

Classroom Action Research has its own characteristics that differentiate with other research, among other things, namely: the issues raised is the problem faced by teachers in the classroom and their action (action) to correct certain teaching and learning process in the classroom.<sup>26</sup> Classroom action research, including qualitative research although the collected data may be quantitative, which description is to be descriptive in the form of words, the researcher is the first instrument in the collection of data, the process is as important as the product.<sup>27</sup>

### 3.3 The Subject of the Study

**Table 3.1.**

#### **Population and Sample**

<b>Population and Sample</b>	<b>Class</b>	<b>Student</b>	<b>Total</b>
Population	VII-1, VII-2, VII-3	77	77
Sample	VII-3	22	22

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<sup>26</sup> Suharsimi Arikunto, et.al., *Penelitian Tindakan*, (Jakarta: Bumi Aksara, page.109.)

<sup>27</sup> Kunandar, *Langkah Mudah Penelitian Tindakan Kelas sebagai pengembang Profesi Guru*, (Jakarta:PT. Raja Grafindo Persada, page. 46.)



**Table 3.2.**

**Gender of Sample**

<b>Gender</b>	<b>Class</b>	<b>Student</b>
Male	VII-3	9
Female	VII-3	13

The subject of the study is all students of the seventh grades of MTs Yayasan Madrasah Islamiyah Medan in the school year of 2016/2017. The number of the students consists of 3 classes, that are VII<sup>1</sup> which consists of 27 students, VII<sup>2</sup> which consists of 28 students, and VII<sup>3</sup> which consists of 22 students. So, the number of subject is 77 students.

The subject of this research is the first semester students of the seventh grades (VII<sup>3</sup>) of 2016/2017 academic year. In the class VII-<sup>3</sup> there are have 22 students. For the male there are 9 students and the female was 13 students.

**3.4 Source of the Data**

The action as well as the research carried out can be said to be successful when the learning achievement of class VII<sup>3</sup> of MTs Yayasan Madrasah Islamiyah Medan in the school year of 2016/2017 is at least 70 individually and 80% classically. The percentage is decided based on the criteria of mastery learning set in the school. It can be said that if a student get 75 of learning achievement, he or she reaches the mastery learning. Then, if 80% of the students in the class get 75, means that, the class reaches the mastery learning and the researcher will not go to the next cycle, it is based on the action planned above.

### 3.5 Technique of the Data

A researcher will be used many kinds of data collection like questioner, interview, or test. It will be noted, that all methods of data collection should be objective. The kinds of data that use in classroom action research are quantitative data and qualitative data.

#### 1. The Quantitative Data`

In collecting the data, the writer tested the students by asking them to give a report orally either in individual test or group test based on the topic given. The time given was ninety minutes. In scoring the data of speaking test, the writer used the category that evaluates four criterions. Each criretion was scored 25 point. So, for all criterions students would get 100. Every aspect of speaking was arranged from 0-25. These categories are pronunciation, fluently, accuracy, and vocabulary. All of the categories could be seen as followed :

##### 1. Vocabulary (25)

- |                   |  |
|-------------------|--|
| a. Unsatisfactory | :Very limited vocabulary : make<br>comprehension quite difficult (1-6).                            |
| b. Fair           | : Frequent uses wrong words speech limited<br>to simple vocabulary (7-12)                          |
| c. Good           | : Sometimes uses inappropriate terms about<br>language because of inadequate vocabulary<br>(13-18) |
| d. Very good      | : Rarely has trouble (19-25)   |

## 2. Accuracy (25)

- a. Unsatisfactory : Usage definitely unsatisfactory, frequently needs to rephrase construction or restricts him self to basic structure (1-6)
- b. Fair : Error of basic structure, meaning occasionally obscured by grammatical error (7-12)
- c. Good : Occasional grammatical error which do not obscure meaning (13-18)
- d. Very good : Understandable (19-25)

## 3. Pronunciation (25)

- a. Unsatisfactory : Hard to understand because of sound, accent, pitch difficulties, incomprehensible (1-6)
- b. Fair : Error of basic pronunciation (7-12)
- c. Good : Few Noticeable errors (13-18)
- e. Very good : Understandable (19-25)

## 4. Fluently (25)

- a. Unsatisfactory : Speed of speech and length of utterance are so far below normal, long pauses, utterances left (1-6)
- b. Fair : Some definite stumbling, but manage to rephrase and continue (7-12)
- c. Good : Speech is generally natural (13-18)

d. Very good : Understandable (19-25)

## **2. The Quantitative Data**

### **1. Observation**

In this case, the researcher uses the unstructured or opened observation to know the occurrences within learning process. It may be about the teacher's performance during Classroom Action Research (CAR), class situation in the classroom activity, and students' response concerning the implementation of snake and ladder game.

### **2. Interview**

The researcher asks the teacher to know students' difficulties in English vocabulary.

### **3. Test**

The test used in this research is pre- test and post- test. The pre- test was done before implementing by using series of pictures as media. It is to measure students' speaking ability at first. Meanwhile, the post- test is implemented after using describing pictures. In this research, the test was done in form describing pictures strategy in improving student's speaking ability. The test is held on the end of every cycle.

### **4. Documentation**

The researcher have to take a picture s to prove that researchers inded the examined the place.

### **5. Diary note**

It was essentially private document where the writer could tell everything that occurs in the class. It contained about writer's private note, feeling, opinion, estimation, reflection, and explanation. The entries could vary from one day to the next and be either short or long. Thus, the research could get issues that come from diary note. In this case, the researches use only the result of the increasing students' speaking ability through board pictures.

### **3.6 Instrument of the Data Analysis**

After the data are collected then the data are classified again to identification. The result of identification of the data is to classified based on students ability in speaking. To analysis the data through the interview method and observation is that using descriptive methods, In this case, the writer used the observation, interview and speech test as the technique to analysis the data.

There were two types of the data in this study namely quantitative and qualitative data. Quantitative data was broadly used to describe what can be counted or measured, therefore, it can be considered as objective. Qualitative data was used to descibe data which are not amenable to being counted or measured in an objective way and therefore subjective.

In collecting the data, the observation used some instruments to collect the data, such as:

#### **a. Diary note**

It was essentially private document where the writer could tell everything that occurs in the class. It contained about writer's private note, feeling, opinion, estimation, reflection, and explanation. The entries could vary from one day to the

next and be either short or long. Thus, the research could get issues that come from diary note.

b. Documentation

It was used to take pictures of the students and the teacher while the teaching and learning process was done teacher need camera. It also could be as the proof that the research had been doing.

c. MP3 recorder

It was to record the tasks performance. It would be analyzed and assessed by giving score. Each of students was assigned by doing the speaking performance according to the topic given.

In this research the research use Model Kemmis dan McTaggar. Model Kemmis and McTaggar is development of the model introduced by Kurt Lewin. The difference just only in the action component and observing used as one component/ action. The reason is the existence of combining one unit of time, which means that when actions are processing, the observations must also be started. So the model Kemmis and McTaggart has three main components namely: planning, action, observing, and reflecting. Another difference with the first model is the absence of restrictions cycle dependent how success/ improvement to be obtained.<sup>28</sup>

Here are the explanations about four phases:

1. Planning phase

A planning phase was done after identifying and diagnosing students' vocabulary problem occurred in the class proven by observing and interviewing;

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<sup>28</sup>[http://staff.uny.ac.id/sites/default/files/tmp/1.PMM Makalah MAN & UNY. Pdf](http://staff.uny.ac.id/sites/default/files/tmp/1.PMM%20Makalah%20MAN%20&%20UNY.Pdf), in 05/1/2007 at 21: 26 pm

furthermore in this phase the planning is divided into two types. Those are general planning and specific planning. The general planning is aimed at organizing whole aspects referred to Classroom Action Research (CAR). Meanwhile the specific planning is aimed at organizing the plan related to cycle-to-cycle. The organized planning will be formed into lesson planning based on the current used syllabus. The lesson plan has been prepared to be implemented second grade students of MTS Yayasan Madrasah Islamiyah Medan.

It has been mentioned some instructions regarding procedures of teaching, media, resources, and evaluation.

## 2. Acting Phase

The acting phase in the principle is a realization from an act which has been planned before such as what the strategy used, what material be taught and others.<sup>29</sup>

In this phase it begins the process of going more deeply into the issue being researched, it takes two weeks within two cycles in which each cycle consists of two meetings in action it is according to Arikunto that the acting phase should be implemented at least two cycles continuously and the time period for each cycle depends on the material needs that existed in the semester or annual program designed by the teacher.<sup>30</sup>

## 3. Observing Phase

In this phase, the researcher and the teacher collaboratively to write all events which is happen in the class, and also carries out observation toward

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<sup>29</sup> Wijaya Kusumah, Dedi Dwitagama, (2009), *Mengenal Penelitian Tindakan Kelas*, (Jakarta: PT. Indeks, page. 39.)

<sup>30</sup> Suharsini Arikunto, ( 2009), *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, page. 21-23.)

implementation of the action using field note or unstructured observation sheet. The researcher observed the outcomes of the intervention and reflecting on its effectiveness. When observing, the observer should notice and note all of activities in the physical classroom. It may be about the teacher's performance, class situation, students' response, etc. In this phase, it also collects the data derived from evaluation or post- test.

#### 4. Reflecting Phase

This phase is aimed to reflect or evaluation from three phases before, it is done based on data that have been collected to hold evaluation for completing the net cycle. Thus, the reflection is able to be determined after implementing the action and observation outcomes. If there still might have found some problems, it needs to move to the next cycle until it solve.

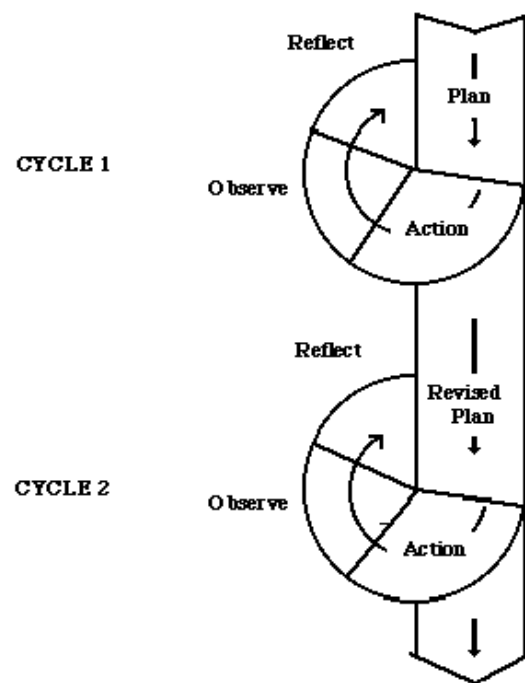


Figure. Action Research Cycle

#### 3.6.1 Pre-test



In the first meeting, the writer gave the pre-test to know the students' speaking ability, the students problem in speaking and the students attitude toward English lesson. In this test the writer want found out the problem of the students in the class during the study. Pre-test would be done in ninety minutes. In this pre-test, students should be guided to mention some words of pictures that they know.

The words of pictures were know by many people. In this activity, the teacher invited the students to describe about them. The students would be divided in eight groups, there are four rows in the class so one row would be divided into two groups. Then, the teacher gave some instruction. After that, the students guessed be found the words in the pictures. After that, they must discuss with their groups. Every groups were given some words's pictures in a piece of paper and let them to choose one paper but in close situation. After all students were asked to tell everything that they got in discussion one by one in front of the class. This activity would give a chance to the students to tell their ideas or something that they know in their mind. This activity was given before in the observation, but the writer still wants used this activity in pre-test to know the development od students' ability. In the observation before, many of students were difficult to express their ideas. They still had the problem wich vocabulary, accuracy, pronunciation and fluently.

### **3.6.2 Cyle 1**

After the pre-test have done. The writer has done the research more in cyle 1 and cyle II. The first cyle was done for second meeting. The research was started with the identification phase in order to find out more the problems of the students' speaking ability. In first cycle, the writer still found that the students do

not feels interest with the English subject, only some students looked support to learn English. It is because they had not seen the effect of English language in their daily lives. Beside that, the teacher also still used the conventional ways in teaching learning in the class. Especially, they are Junior High School students. They still want playing and playing, so if the teaching strategy does not support the students to interesting in the class, they would always become lazy to learn it and do not feel bored with English. The teacher has used some interest teaching to make the students feel comfort to learn english.

### **1. Plan**

After getting the background of the problrm needed, the writer made the concept of planning:

1. Preparing the lesson plans for two meeting consist of the procedure of action. Such as how to open the lesson, how to remind the subject that the students learned before, what subject would give, what task would be give, and how to close the lesson. It would be used time ninety minutes for each meeting.
2. Preparing the teaching media, such as picture and map that would be needed in teaching learning process.
3. Preparing research instruments, such as diary note, camera, Mp3 recorder to record all the activites in the class and as the proof that observation was really have done in the class.
4. Preparing the material. Give the material and topic for each group.
5. Designing a procedure of teaching speaking based on CTL method.

## **2. Action**

### *The first meeting:*

1. Teacher explained about report text to the students. It consist of the meaning of report text, generic structure of report text, and the example of report text.
2. Teacher asked the students to tell some public building in around of their school that they know.
3. The students would be invited to give their opinion. The teacher choose some active students to give their opinion.
4. The teacher asked the students to tell "how to explain the ways if we want to invite Sun Plazaf from this school?" (The teacher was chosen it because it was not far from the school).
5. The teacher and students discussed about "how to explain the street if we want comes or invited other building from our place."
6. The teacher asked some students to give another example.

### *The second meeting:*

1. The teacher gave a map that certain name of building, such as Hospital, Bank, School, Park, Cafe, Restaurant, Swimming pool, Mall, etc.
2. The students gave some the instruction of "how to explain the ways if we want to invite one place to another place?"
3. The students discussed with their group. Those are eight groups (Learning Community)

4. Every group would be given different with different street also.
5. The teacher and students discussed the instruction like the meeting before (Modeling).
6. Every student gave their opinion and questions to the teacher. (Inquiry)
7. The teacher asked some students to tell that they have in their main. (Reflection)
8. Teacher had to make sure that all students are active in speaking in the learning process (Authentic Assessment)

### **3. Observation**

1. Recording the process during teaching and learning in the classroom by using the camera, Mp3 and diary note.
2. The observer discovered the problem during the teaching and the learning process by filling the observation sheet and find out the problems in observing the questions and answers and the difficulties of the students in performing the activity.

### **4. Reflection**

In this cycle the writer found that there were students who were felt afraid but all of them gave good response to the researcher. During the teaching learning process, all of students paid attention and listened to the explanation in front of the class enthusiastic. When the researcher asked them attended the test, some of them were still felt difficult and confused because they were felt that the topic that have given is hard for them, so they did not know what they should do. The

problems that have been found and the difficulties during the action will be put in to the consideration for the next cycle.

### **3.6.3 Cyle II**

After analyzing the problems that found in the first cycle the writer conducted the second cycle. It would be for three meetings in ninety minutes for each meeting. Based on the result observed in the first cycle, the students weakness had been analyzed. So, the writer made a concept of planning for the second cycle:

#### **1. Plan**

1. Preparing the lesson plans for two meeting consist of the procedure of action. It would be used time ninety minutes for each meeting.
2. Preparing the teaching media, such as picture and map that would be needed in teaching learning process.
3. Preparing research instruments, such as diary note, camera, Mp3 recorder to record all the activities in the class and as the proof that observation was really have done in the class and the questionnaire to observe the speaking test.
4. Preparing the material. Give the material and topic for each group.
5. Designing a procedure of teaching speaking based on CTL method.

## **2. Action**

### *The first meeting:*

1. The teacher explained about “how to express something” to the students.
2. The teacher invited the some students to show whatever that they are feeling as an example.
3. Teacher gave the students some pictures that show “how to express something in piece of paper. One paper for one seat.
4. There are two pictures in a paper. So, the students have to choose one of them.
5. The teacher asked the students work with their each friend .
6. The students were asked to make a simple sentence based on each the picture that have been given in piece od paper.
7. The students were asked to display the expression that they had choosen by using simple sentence in front of the class.

### *The second meeting:*

1. The teacher and the students discussed about what their difficult in meeting before (Modeling)
2. The students were gave their opinion and questions to the teacher . (Inquiry and Questioning)
3. The teacher showed some pictures in everything situaation in laptop.

4. The teacher and the students discussed how to express it by using simple sentence and then display it.
5. The teacher had to make sure that all students are active and enjoy expressing it in discussion.

*The third meeting:*

1. The teacher gave the students some pictures that show some feeling expressions.
2. There are more kinds of expression than a meeting before.
3. The students were worked in pairs.
4. The students were asked to express it in pairs in front of the class.
5. The teacher had to make sure that all the students are active to express the feeling in the pictures that have been given in front of the class. (Authentic Assessment)

**3. Observation**

1. Recording the process during teaching and learning in the classroom by using the camera, Mp3 and diary note.
2. The observer discovered the problem during the teaching and the learning process by filling the observation sheet and find out the problems in observing the questions and answers and the difficulties of the students in performing the activity.

#### **4. Reflection**

After checking all result of students work, the writer found taht the students score have showed improvement. That total score in second cycle was higher than the first cyle. It means that strategy to improve students' speaking ability. After analyzing the two cycles, this research had the last procedure to make students speaking ability by having the second interview sessions.

#### **3.7 Technique of Data Analysis**

In this study, the technique of data analysis used were (1) first evaluation test, (2) final test, and (3) observation paper.

##### **1) . First evaluation test**

This evaluation was done to know the students' basic ability in understanding the definition and the characteristics of narrative text.

##### **2). The final test**

This test was given in the form of a jumbled sentences game which was arranged using certain rules. Maximum score was 100 and minimum score was zero if there was no correct answer. It was done by all students in which they were divided into six groups.

##### **3). Observation paper**

Observation paper was an observation device that consisted of names of subjects and factors that were observed. In this study, it was used to obtain the data of the learning process.

The improvement of students' score in speaking ability also could be seen from the mean of the students' score during the research. I apply the following formula:

$$\bar{x} = \frac{\sum x}{n}$$



Where :

$\bar{x}$  = The mean of the students

$\sum x$  = The total score

N = The number of students

Next the number of student will calculate by applying the formula:

$$P = \frac{R}{T} \times 100\%$$

In which:

P = The percentage of students who get point 75

R = The number of students who get point up 75

T = The total of number students who do the test

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **4.1 The Data**

In this research the analyzed data were taken from two kinds of data. They were quantitative and qualitative data which had been gathered within two cycles. Each cycle consisted of three meetings. So, totally there were six meetings in this research. The data were taken only from one class. The class was grade VII-3 class which consisted of 22 students.

In the first meeting, the research was intended to identify the students' ability in introduce their selves and others in front of the class. In the second and the thirrd meeting, the teacher taught the students about some expression and the way to introduce themselves and others. In the end of the third meeting, teachers tested them to introduce themselves in group in front of the class while the teacher measured the student speaking ability.

For the second cycle, the writer gave new material about describing persons in the first and second meetings. The teacher did the review about word choice which was not appropriate and errors it grammar done by the student and discussed with the students. Teacher asked them to sit in group, gave the assignment and guided the students to apply describing pictures strategy. After that teacher measured the students' speaking ability. The process of action, observation, and reflection were done while the students studying.

#### **4.1.1 The Quantitative Data**

The quantitative data were taken from the test result which was carried out in two cycles. It was given to the students in the first and the third meetings in the cycle I and the third meeting in the cycle II. The mean score of the first evaluation is 61,47, the second evaluation is 67,49, and the third evaluation is 78,52. The score is significantly improved in each evaluation.

#### **4.1.2 The Qualitative Data**

The qualitative data were taken from observation sheet, interview and questionnaire sheet. Observation sheet was used to observe all the condition that happened during the teaching and learning process. It was filed by the English teacher as the observer. It was focused on the situation of teaching learning process in which describing pictures strategy was applied; students' activities and behavior; students' speaking ability, and the interaction between teacher and students. From the result of observation that conducted, it can be concluded that teaching learning process run well and describing pictures strategy created a good learning environment so students could be active and enjoy the class. The situation of teaching learning process was comfort, lively and enjoyable.

### **4.2 Data Analysis**

#### **4.2.1 Quantitative Data**

The quantitative data were taken from the test result which was carried out in two cycles. It was given to the students in the first and the third meetings in the cycle I and the third meeting in the cycle II. The mean score of the first evaluation is 61,47, the second evaluation is 67,49, and the third evaluation is 78,52. The score is significantly improved in each evaluation.

The quantitative data were taken from the speaking test given three times; Pre-Test (Cycle I), Post-Test I (Cycle I), and Pos-Test II (Cycle II). The written test used to evaluate students' achievement. The students' score were speaking in the following table:

**Table 4.1**

**The Students Speaking Test**

No	Name	score		
		Pre- test	Cycle I	Cycle II
1.	Alif Syah, HK	60	65	75
2.	Desy Hefa Nurwanda Salamoni	65	70	80
3.	F.Riil Salsabila	60	70	85
4.	Ismailiyah Putri	62	65	85
5.	Mhd. Daffi Azidan	64	65	70
6.	Muhammad Hengky Tahir Hutasuhut	63	70	90
7.	M. Syafii	57	60	85
8.	Marisa	72	67	90
9.	Melisa	64	70	85
10.	Nazwa Asfia	52	65	80
11.	Naiya Zohola	62	67	80
12.	Nur Husna Afida	56	67	85
13.	Rizka Vista	75	78	85
14.	Rangga Hasibuan	61	77	85
15.	Raihan Mahmud Hutasuhut	62	65	70

16.	Rizky Fadhillah Assad	52	60	85
17.	Siti Khotimah	56	65	90
18.	Syafikah Annisa	81	84	87
19.	Wahyu Ramadhan R	60	65	75
20.	Adinda Putri Aisyah	61	65	80
21.	Saibatul Hasanah Lubis	73	75	80
22.	Heri Perdana	63	75	85
<b>Total</b>		1.381	1.510	1.812
<b>Mean</b>		62.77	68.63	82.36

Based on the table above, the mean of students' score showed the improvement continuously pre- test until post- test II in Cycle II. To know the mean of students' scores could be seen in the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

In the pre- test, the total of students' score was 1.381 and total of students who took the test was 22. So, mean of the students' score was:

$$\begin{aligned}\bar{X} &= \frac{1381}{22} \\ &= 62.77\end{aligned}$$

In the post- test I in Cycle I, the total of students' score was 1510 and the total of students who took the test was 22. So, mean of the students' score was:

$$\begin{aligned}\bar{X} &= \frac{1510}{22} \\ &= 68.63\end{aligned}$$

In the post- test II in Cycle II, the total of students' score was 1812 and the total of students who took the test was 22. So, mean of the students' score was:

$$\begin{aligned}\bar{X} &= \frac{1810}{22} \\ &= 82.36\end{aligned}$$

There was improvement of students' scores in speaking by using describing picture strategy. It also can be seen from the mean of students' scores in pre- test, post- test I and post- test II. The mean of post- test II was the highest than the other tests.

The students' scores in these three tests were varied. In the pre- test, the lowest score was 52 and the highest one was 81. In the post- test I, the lowest score was 60 and the highest one was 84. In the post- test II, the lowest score was 70 and the highest one was 90. The comparison of students' scores can be seen in the following table:

**Table 4.2**

**The Comparison of Students' Scores in Speaking**

	<b>Pre- test</b>	<b>Post- test I</b>	<b>Post- test II</b>
Lowest Score	52	60	70
Highest Score	81	84	90
$\bar{x}$	62.77	68.63	82.36
N	22	22	22

The indicator of students' ability at speaking was if the students have got score  $\geq 75$ . The students are competent and passed the test if the students got

score  $\geq 75$ . To categorize the total of students who passed the test was calculated as follow:

$$P = \frac{f}{N} \times 100 \%$$

The percentage of students who passed the pre- test was:

$$\begin{aligned} P &= \frac{2}{22} \times 100 \% \\ &= 9.09 \% \end{aligned}$$

The percentage of students who passed the post- test I was :

$$\begin{aligned} P &= \frac{5}{22} \times 100 \% \\ &= 22.72 \% \end{aligned}$$

The percentage of students who passed the post- test II was:

$$\begin{aligned} P &= \frac{20}{22} \times 100\% \\ &= 90.90 \% \end{aligned}$$

**Table 4.3**

**The Percentage of Students' Ability at Speaking by Using  
Describing Picture Strategy**

<b>Test</b>	<b>Total of Students Who Got Score <math>\geq 75</math></b>	<b>Percentage</b>
<b>Pre-test</b>	<b>2</b>	<b>9.09%</b>
<b>Post-test I</b>	<b>5</b>	<b>22.72%</b>
<b>Post-test II</b>	<b>20</b>	<b>90.90%</b>

Based on the table above the result showed the improvement of students' score from pre-test, post-test I and post-test II. In the pre-test, there were 2 of 22 students who got score  $\geq 75$  (9.09%). In the post-test I, there were 5 of 22 students who got score  $\geq 75$  (22.72%). In the post-test II, there were 20 of 22 students who got score  $\geq 75$  (90.90%).

#### **4.2.2. Qualitative Data**

The qualitative data were taken from observation sheet, interview and questionnaire sheet. Observation sheet was used to observe all the condition that happened during the teaching and learning process. It was filled by the English teacher as the observer. It was focused on the situation of teaching learning process in which describing pictures strategy was applied; students' activities and behavior; students' speaking ability, and the interaction between teacher and students. From the result of observation that conducted, it can be concluded that teaching learning process run well and describing pictures strategy created a good learning environment so students could be active and enjoy the class. The situation of teaching learning process was comfort, lively and enjoyable.

There were two interview sessions conducted. The first interview was done before conducting the research and the second one was done in the end of second cycle. The writer interviewed the English teacher and the students. In the first session, they were interviewed about their problems speaking and opinion of studying speaking in group. While in the second session, they were interviewed about their comments or responds about the using describing pictures strategy.

Most of the students said that they liked english very much, but they still feel difficult to speak freely. From the interview, it can be found that the



students feel shy and did not know what they should say when teacher asked them to do speaking performance in front of the class. Moreover the strategy that made them bored decreased their motivation to speak.

In the last meeting of research, researcher interviewed the students again to ask their opinion about describing pictures strategy, the result showed that describing pictures strategy helped the students to be brave speak english and break their bored in studying speaking. The students felt comfort and enjoy the condition of the class by using describing pictures strategy.

The researcher had interviewed that english teacher at the first meeting and the last meeting. The result showed that the teacher seldom put the students in group when teaching speaking. The teacher start gluing some pictures on the board and asked them to work individually to make dialogue or filled the gaps dialogue and read it in front of the class. This condition made students could not cooperate with other students. In the last meeting interview showed that the teacher was very satisfy with the improvement of the students' score in speaking. The teacher admitted that describing pictures strategy improve the students' motivation to speak. Finally, she decided that she would use describing pictures strategy in class to teach speaking.

Questionnaire sheet was used to know students' opinions, perceptions and responds about the using of describing pictures strategy in teaching learning process, especially speaking. The result showed that the students agreed that the using of describing pictures strategy helped them to speak freely and bravely. Their motivation was improved because they must show their best to be the best group. They said that their tediousness in studying speaking had been broken by

using describing pictures strategy. Describing pictures strategies had made them active, confidence and enjoy the class. The result of the questionnaire details could be seen on Appendix.

The qualitative data was taken from interview, observation, diary note and documentation.

a. Interview

There were teacher and students as the informants of interview during the study. For the teacher, the interview was conducted twice, before and after implementing series of pictures strategy. At the first time, the researcher asked the teacher's problem in teaching speaking and kind of strategy that ever used by the teacher in teaching learning process. At the second time, the reseacher asked the teacher's opinion about series of pictures strategy. For the students, the interview was also conducted twice, before and after implementing series of pictures strategy. At the first time, the researcher asked the student's problem in speaking and how far the students know procedure text. At the second time, the researcher asked the students' opinion about series of pictures strategy in improving the students' speaking ability to speak procedure text. (The interview sheet can be seen in Appendix 6).

b. Observation

In observation, the collaborator observed the researcher, the students, and the situation of classroom during conducting the research every meeting. The observation sheet indicated that most of students were active and serious to speak by using series of picture strategy. The students were curious to know the use of

series picture in teaching. The students were easy to write each steps of picture strategy. (The observation sheet can be seen in Appendix 4).

c. Diary note

Diary note was written by the researcher during conducting the researcher each meetings. The diary note indicated that in Cycle 1 the students were interested but the situation of classroom was still crowded. In Cycle II, the students were more interested and more seriously to learn. The students were also seemed master the lesson. (The diary not can be see in Appendix 5).

d. Documentation

The documentation included lesson plan, students' work sheet and photo. The documentation indicated that the students were serious to learn. (The documentation can be see in Appendix 7).

**A. Research Finding**

Based on the data analysis, the result of research was indicated that there were improvement on the students' speaking ability at describing pictures strategy of picture as media. It was proved by the data; the students' score in pre-test, the lowest score was 52 and the highest one was 81; the students' score in post-test I, the lowest score was 60 and the highest one was 84; the students' score in post-test II, the lowest score was 70 and the highest one was 90. In the pre-test, there were 9.09% (2 of 22 students) who got score  $\geq 75$ . In the post-test I, there were 22.72% (5 of 22 students) who got score  $\geq 75$ . The percentage of the improvement scores from pre- test to post- test I were 13.63%. In the post-test II, there were 90.90% (20 of 22 students) who got score  $\geq 75$ . The percentage of the improvement scores from post test I to post- test II were 68.18 %.

The data from interview, observation, diary note and documentation also showed the students' improvement in describing pictures strategy. All of these data was indicated the students gave a good attitude and response during teaching learning process. The students were also more interested to describing pictures strategy.

## **B. Discussion**

Speaking is foreign language is difficult for students. It is proven by from the low scores at the beginning of research.

In this research, the students' score improved and the students were more serious to learn. The students' attitude changed after the researcher implemented describing of pictures strategy. Series of picture described a simple concept of making students can be speak to another people step by step. The students were more interested in describing pictures strategy and the students also were active to ask and to give their opinion.

Most of students were able to improve their score. As the result above, describing pictures strategy can improve the students' ability at speaking, with good and true.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the research, it was found that the students' ability improved in each cycle. The result of analyzing data showed the improvement of the students' score from pre-test to post-test I and II. Based on the data analysis, the result of research was indicated that there were improvement on the students' speaking ability at describing pictures strategy of picture as media. The researcher asks the teacher to know students' difficulties in English vocabulary by using interview. The test used in this research is pre- test and post- test. The pre- test was done before implementing by using series of pictures as media. It is to measure students' speaking ability at first. Meanwhile, the post- test is implemented after using describing pictures. In this research, the test was done in form of describing pictures strategy in improving student's speaking ability. The test is held on the end of every cycle. It was proved by the data; the students' score in pre-test, the lowest score was 52 and the highest one was 81; the students' score in post-test I, the lowest score was 60 and the highest one was 84; the students' score in post-test II, the lowest score was 70 and the highest one was 90. In the pre-test, there were 9.09% (2 of 22 students) who got score  $\geq 75$ . In the post-test I, there were 22.72% (5 of 22 students) who got score  $\geq 75$ . The percentage of the improvement scores from pre- test to post- test I were 13.63%. In the post-test II, there were 90.90% (20 of 22 students) who got score  $\geq 75$ . The percentage of the improvement scores from post test I to post- test II were 68.18 %. Based on the

data, it was concluded the student at describing pictures strategy in improving speaking ability.

1. The result of analyzing data showed the improvement of the students' score from pre-test to post-test I and II. The percentage of the improvement scores from pre- test to post- test I were 13.63%. In the post- test II, there were 90.90% (20 of 22 students) who got score  $\geq 75$ . The percentage of the improvement scores from post test I to post- test II were 68.18 %.
2. Based on the data analysis, the result of research was indicated that there were improvement on the students' speaking ability at describing pictures strategy of picture as media. It was proved by the data; the students' score in pre-test, the lowest score was 52 and the highest one was 81; the students' score in post-test I, the lowest score was 60 and the highest one was 84; the students' score in post-test II, the lowest score was 70 and the highest one was 90.
3. Based on the data, it was concluded the student at describing pictures strategy in improving speaking ability.

## **B. Sugestion**

The finding of the research is expected to be useful for the teacher, the students, the institution and another researchers.

1. For the English teacher, it is expected to improve their professionalism in teaching English especially in teaching describing pictures strategy. Besides, as a suggestion for the teacher to attract students' interest in learning English by using suitable strategy.

2. For the students', it is expected to improve the students' speaking ability and interest in learning English.

3. For the situation, it is expected to provide input and to give contribution in improving learning process in order to improve quality of the students and the school.

For other researchers, as information about the contribution of using describing pictures strategy to improving speaking ability for junior high school students and as reference for studying in the same topic.

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## **BIOGRAFY**

### **A. PERSONAL**

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Advisor II : Ernita Daulay, S.Pd, M. Hum  
Title : The Implementation of Describing Pictures Strategy in  
Improving Student's Speaking Ability at MTs Yayasan  
Madrasah Islamiyah Medan  
Motto : Make yourself shine in your own way

### **B. EDUCATION**

1. SD Negeri 106811 Bandar Setia, tamat tahun 2006
2. SMP Negeri 29 Medan, tamat tahun 2010
3. MAS Plus Al-Ulum Medan, tamat tahun 2013
4. Mahasiswi Fakultas Tarbiyah UIN Sumatera Utara Medan tahun 2013  
sampai 2017

## **APPENDIX I**

### **LESSON PLAN**

#### **(CYCLE I)**

<b>Nama Sekolah</b>	<b>: MTs Yayasan Madrasah Islamiyah Medan</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/Semester</b>	<b>: VII/ 2</b>
<b>Alokasi Waktu</b>	<b>: 2 x 40 menit</b>
<b>Aspek/ Skill</b>	<b>: Berbicara (Speaking)</b>
<b>Topik Pembelajaran</b>	<b>: Shopping List</b>
<b>Pertemuan Ke</b>	<b>: 1-2</b>

#### **A. Standar Kompetensi**

##### **Berbicara**

1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

#### **B. Kompetensi Dasar**

- 1.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima

untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi jasa, meminta dan memberi barang, dan meminta memberi fakta.

### C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi
<ul style="list-style-type: none"><li>• Mengidentifikasi makna kata percakapan pada cerita tersebut</li><li>• Menuliskan kata-kata yang hilang pada percakapan</li><li>• Mengidentifikasi to be pada percakapan</li><li>• Mencari kata-kata yang hilang pada dialog.</li></ul>

### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Merespon dengan benar terhadap apa yang di dengar dari percakapan
- Memahami teks percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

*Karakter siswa yang diharapkan :*

- Dapat dipercaya ( *Trustworthines* )
- Rasa hormat dan perhatian ( *respect* )
- Tekun ( *diligence* )

- Tanggung jawab ( *responsibility* )

## **E. Materi Pokok**

*Read the following conversation*

Todd : OK, so what do we need?

Olivia : Let's look at the vegetables. We need some potatoes.

Todd : How about tomatoes? Do we need any tomatoes?

Olivia : Yes we do. They're on the list.

Todd : Let's go over there to the dairy section. We need some butter.

Olivia : Do we have any milk?

Todd : Yes, we have some at home.

Olivia : We also need steaks for dinner tonight.

Todd : Yeah, some chickens for Saturday night. But there is no chicken in our list. We still have in the fridge.

## **F. Metode Pembelajaran/Teknik:**

Technique Discussion

## **G. Strategi Pembelajaran**

### **Pertemuan Pertama dan Kedua**

- **Langkah-langkah Kegiatan Pembelajaran**

- **Kegiatan Awal (10')**

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- Berdoa sebelum memulai pelajaran
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)

- **Kegiatan Inti (70')**

***Eksplorasi***

Dalam kegiatan eksplorasi guru:

- Memberikan materi dalam bentuk gambar tentang materi yang telah dipelajari sebelumnya..
- Memberikan kesempatan pada peserta didik untuk mengungkapkan opini mereka.

***Elaborasi***

Dalam kegiatan elaborasi guru:

- Merespon materi tentang *Shopping List*
- Merespon materi tentang contoh *Shopping List*
- Merespon materi tentang *Speak to the complaints made by five customers. While listening, write number (1,2,3,4,5) according to the complaint they made*
- Merespon materi tentang *Listen to the dialog and fill in the missing words.*



- Merespon materi tentang *Whilelistening to the conversation, complete the missing words.*

### ***Konfirmasi***

Dalam kegiatan konfirmasi guru:

- Menjelaskan kembali tentang materi *Shopping List*
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi *Shopping List*
- **Kegiatan Akhir (10')**
  - Siswa diminta membuat rangkuman dari materi *Shopping List*
  - Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai *Shopping List*
  - Menyampaikan rencana pembelajaran pada pertemuan berikutnya

### **H. Sumber/Bahan/Alat**

Gambar

Kamus

Buku : LKS Bahasa Inggris

For Junior High School (VII)

### 1. Indikator, Teknik, Bentuk, dan Contoh.

Indikator	Teknik	Bentuk	Contoh	jawaban
<ul style="list-style-type: none"> <li>• Mengidentifikasi makna kata percakapan tentang Shopping List</li> <li>• Menuliskan kata-kata yang hilang pada percakapan</li> <li>• Mengidentifikasi to be pada percakapan Mencari kata-kata yang hilang pada dialog.</li> </ul>		Performance	-identifikasi makna kata percakapan tentang shopping list  -tulislah kata-kata yang hilang pada percakapan  -identifikasi to be pada pecakapan  - tulislah yang hilang kata-kata yang hilang pada dialog	

### II. Instrumen Penilaian

Make dialog and practice the dialog

### III. Pedoman Penilaian

No	Aspect of Scoring	Scoring		
		Low (45-59)	Average (60-75)	Good (76-100)
1	Pronunciation			
2	Intonation			
3	Stress			
4	Gestures			
	Total			
	Total Score			

#### EVALUASI

##### Penilaian kognitif :

Jenis : latihan soal dikerjakan secara individu

Bentuk : Lisan

Alat Penilaian : Terlampir

Indikatornya adalah siswa dapat menjawab soal latihan

### **Penilaian Psikomotor**

Siswa dapat mendemonstrasikan pertanyaan secara lisan

Jenis tagihan : individu

Bentuk penilaian : tanya jawab secara lisan (quick quiz)

### **Penilaian Afektif**

Jenis tagihan : tugas individu

**Mengetahui**

**Medan, 3**

**April 2017**

**Kepala Sekolah**

**Guru Mata**

**Pelajaran**

**RUSTAM, S.Pd.I**

**ABDAN EBIN**

**PURBA, S.Pd**

**Mahasiswa**

**MIRA WAHYUNI LUBIS**

**NIM : 34.13.4.190**

## LESSON PLAN

### (CYCLE II)

<b>Nama Sekolah</b>	<b>: MTs Yayasan Madrasah Islamiyah Medan</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/Semester</b>	<b>: VII/ 2</b>
<b>Alokasi Waktu</b>	<b>: 2 x 40 menit</b>
<b>Aspek/ Skill</b>	<b>: Berbicara (Speaking)</b>
<b>Topik Pembelajaran</b>	<b>: Descriptive Text</b>
<b>Pertemuan Ke</b>	<b>: 3-4</b>

#### **A. Standar Kompetensi**

##### **Berbicara**

1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

#### **B. Kompetensi Dasar**

- 1.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat

yang melibatkan tindak tutur : meminta dan memberi jasa,  
meminta dan memberi barang, dan meminta memberi fakta.

### C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi
<ul style="list-style-type: none"><li>• Mengidentifikasi makna kata percakapan pada cerita tersebut</li><li>• Menuliskan kata-kata yang hilang pada percakapan</li><li>• Mengidentifikasi to be pada percakapan</li><li>• Mencari kata-kata yang hilang pada dialog.</li></ul>

### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Merespon dengan benar terhadap apa yang di dengar dari percakapan
- Memahami teks percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

*Karakter siswa yang diharapkan :*

- I.** Dapat dipercaya ( *Trustworthines*)
- J.** Rasa hormat dan perhatian ( *respect* )
- K.** Tekun ( *diligence* )
- L.** Tanggung jawab ( *responsibility* )

## **E. Materi Pokok**

*Read the following text and complete the sentences below the text.*

### ***My Diva***

Agnes Monica is a famous pop singer. Most people in Indonesia know her.

She certainly looks like an angel. She is tall, slim and beautiful. Her hair is black.

She always wears fashionable clothes.

Her personality is as good as her voice. She is confident. She is also generous. She gives a lot of money to charity.

Her hobby is unique. She keeps a dog as a pet. She does not like cooking

## **F. Metode Pembelajaran/Teknik:**

Technique of Speech

## **G. Strategi Pembelajaran**

### **Pertemuan Pertama dan Kedua**

- **Langkah-langkah Kegiatan Pembelajaran**
- **Kegiatan Awal (10')**
  - Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
  - Berdoa sebelum memulai pelajaran

- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)

- **Kegiatan Inti (70')**

***Eksplorasi***

Dalam kegiatan eksplorasi guru:

- Memberikan materi dalam bentuk gambar tentang materi yang telah dipelajari sebelumnya..
- Memberikan kesempatan pada peserta didik untuk mengungkapkan opini mereka.

***Elaborasi***

Dalam kegiatan elaborasi guru:

- Merespon materi tentang *Descriptive Teks*
- Merespon materi tentang contoh *Descriptive Teks*
- Merespon materi tentang *Speak to the complaints made by five customers. While listening, write number (1,2,3,4,5) according to the complaint they made*
- Merespon materi tentang *Listen to the dialog and fill in the missing words.*
- Merespon materi tentang *Whilelistening to the conversation, complete the missing words.*



### ***Konfirmasi***

Dalam kegiatan konfirmasi guru:

- Menjelaskan kembali tentang materi *Descriptive Teks*
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi *Descriptive Teks*
  
- **Kegiatan Akhir (10')**
  - Siswa diminta membuat rangkuman dari materi *Descriptive Teks*
  - Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai *Descriptive Teks*
  - Menyampaikan rencana pembelajaran pada pertemuan berikutnya

### **H. Sumber/Bahan/Alat**

Gambar

Kamus

Buku : LKS Bahasa Inggris

For Junior High School (VII)

## I. Indikator, Teknik, Bentuk, dan Contoh.

Indikator	Teknik	Bentuk	Contoh	jawaban
<ul style="list-style-type: none"> <li>• Mengidentifikasi makna kata percakapan tentang Descriptive Teks</li> <li>• Menuliskan kata-kata yang hilang pada percakapan</li> <li>• Mengidentifikasi to be pada percakapan Mencari kata-kata yang hilang pada dialog.</li> </ul>		Performance	-identifikasi makna kata percakapan tentang descriptive teks  -tulislah kata-kata yang hilang pada percakapan  -identifikasi to be pada pecakapan  - tulislah yang hilang kata-kata yang hilang pada dialog	

## II. Instrumen Penilaian

**Make dialog and practice the dialog**

### III. Pedoman Penilaian

No	Aspect of Scoring	Scoring		
		Low (45-59)	Average (60-75)	Good (76-100)
1	Pronunciation			
2	Intonation			
3	Stress			
4	Gestures			
	Total			
	Total Score			

### EVALUASI

#### Penilaian kognitif :

Jenis : latihan soal dikerjakan secara individu

Bentuk : Lisan

Alat Penilaian : Terlampir

Indikatornya adalah siswa dapat menjawab soal latihan

#### Penilaian Psikomotor

Siswa dapat mendemonstrasikan pertanyaan secara lisan

Jenis tagihan : individu

Bentuk penilaian : tanya jawab secara lisan (quick quiz)

**Penilaian Afektif**

Jenis tagihan : tugas individu

**Mengetahui**

**Medan, 3**

**April 2017**

**Kepala Sekolah**

**Guru Mata**

**Pelajaran**

**RUSTAM, S.Pd.I**

**ABDAN EBIN**

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**MIRA WAHYUNI LUBIS**

**NIM : 34.13.4.190**

## **APPENDIX II**

### **INSTRUMENTS OF EVALUATION**

#### **A. Pre-test**

*Read the following conversation and answer the questions about shopping list.*

*This Morning in the market*

Todd : OK, so what do we need?

Olivia : Let's look at the vegetables. We need some potatoes.

Todd : How about tomatoes? Do we need any tomatoes?

Olivia : Yes we do. They're on the list.

Todd : Let's go over there to the dairy section. We need some butter.

Olivia : Do we have any milk?

Todd : Yes, we have some at home.

Olivia : We also need steaks for dinner tonight.

Todd : Yeah, some chickens for Saturday night. But there is no chicken in our list. We still have in the fridge.

#### **Questions:**

1. What was in the text above?

Answer:

2. Who is invited to come for shopping?

Answer:

3. Where will be the shopping?

Answer:

4. What they buy in the market?

Answer:

5. What items are included in the shopping list?

Answer:

### **B. Post-Test I**

## **CINDERELLA**

In ancient times there lived a beautiful girl kindhearted. The girl named Cinderella

Kindness makes everyone love her even animals loved her, too, especially his two friends Gus and Jaq. They would do anything for Cinderella friend.

Cinderella lives with stepmother and two stepbrothers named Anastasia and Drizella. Unlike the good and diligent Cinderella, Anastasia and Drizella very lazy and jealous. They told Cinderella do all the jobs crate cleaning, sewing, cooking and gardening.

Although the two brothers very bad treatment but Cinderella trying to do my best and try to make stepmother and two stepbrothers happy.

Mrs Tremaine Cinderelaa Tiri mother is a person who is cold, cruel and very jealous with the charm and beauty of Cinderella.

She loves to make cinderella busy with all the work, even Cinderella did not make compassion fatigue. He even gave an additional task that is requested Cinderella bathe naughty cat, Lucifer.

One day, a messenger of istama arrived by special invitation. There will be a big party at the palace.

The king wanted his son immediately look for a wife. Every young girl in the kingdom were invited, including Cinderella.

Cinderella is very excited with the party invitations. In the attic, he found a dress that had belonged to his mother.

The dress was a bit old-fashioned, but with intelligence Cinderella make it into a beautiful gown!

Mrs Tremaine not want Cinderella stepson went to the party to be held at the palace. He wants the Prince to meet Anastasia and Drizella. He is hopeful Prince will marry one of her two children!

Mrs Tremaine continue to give Cinderella a job very much. He will make Cinderella busy all night. This will make Cinderella did not have a chance to come to a big party at the royal palace.

While Cinderella continues to work to complete the task of his stepmother, mice and birds helping make dresses cinderella be wonderful. They add ribbons and beads that had been discarded by both Cinderella's stepsister.

The animals that work together to create a simple old-fashioned dress the dress is beautiful and remarkable.

Cinderella was very happy to see her mother's dress. The dress is very beautiful and richly in his body. Now he can go to a party with confidence.

"Oh, thank you so much!" Cinderella on his companions said Gus, Jaq, and the birds.

When saduara stepchildren Cinderella see ribbons and beads long their Cinderella dresses, they become angry. They are jealous of the beautiful Cinderella dress and glittering.

Although the beads and ribbons that they waste, they ask for it back. Even Cinderella They ripped clothes to remove the beads and ribbons. Mrs. Tremaine did not stop the girls. He was jealous because cinderella look very pretty and charming using the old dress.

Laughing, the two stepbrothers left Cinderella.

Cinderella going to the party dream vanished. Not enough time for her to go to the palace.

Cinderella ran into the garden and cried.

At that time all of a sudden, came the Fairy Godmother.

With her magic wand to change the pumpkin into a beautiful carriage.

Cinderella can now go to a party, but there is still one problem. Cinderella dress has been damaged and can not be used.



"Bibbidi-Bobbidi-boo!" said the fairy godmother waving her wand back. Magical Cinderella now wearing beautiful gowns and sparkling glass slippers. But Mrs. fairy warned. By the time the clock struck 12:00 the night right, magic spells will vanish.

At the party, a handsome prince can not release his eyes from Cinderella who looks extraordinarily beautiful and charming.

Not wasted chance she immediately took Cinderella to dance.

The orchestra played, and the prince started to dance with a pretty girl whose name he still does not know.

And for Cinderella, the night was a dream come true.

Time passed, the clock is approaching midnight.

"Goodbye!" Cinderella said and then hurried away.

"Wait!" said the Prince. "I do not even know your name!"

Cinderella ran in a hurry. He worried dimension perni mother disappeared when he was still in the party. When running one of her glass slippers behind.

Both Cinderella and Prince Charming can not forget what happened on that night. They both miss each other.

Prince sent a messenger to find a girl who fits the glass slipper. The envoy came to each house to ask all the girls try the glass slipper.

Both stepsister Cinderella try the glass slipper. They were both too big leg but continued to force entry

Lady Tremaine Cinderella locked in the attic, but friends Cinderella freed rat.

At the time try the glass slipper Cinderella palace messenger brought, Lady Tremaine tripped so that the glass slipper Cinderella destroyed but the other has in his pocket. And it fits!

Cinderella and the Prince get married. Everyone rejoice, including Cinderella's mice friends Gus and Jaq, who wore a special outfit for the wedding. Filled with joy, the Cinderella Prince Charming and live happily ever after.

### **Questions:**

1. What is the title of the story above?

Answer:

2. Who were the figures in the story Cinderella?

Answer:

3. How was Cinderella?

Answer:

4. Did Cinderella go to the ball?

Answer:

5. Who helped Cinderella to go to the ball?

Answer:

### C. Post-test II

Speak to another people about “Story of Cinderella” by following the series of picture !



















### **APPENDIX III**

#### **ANSWER THE KEY OF THE TEST**

##### **A. Pre-test**

1. In the text above shopping list
2. Invited to come for shopping is Todd and Olivia
3. They are will be the shopping in the market
4. They buy in the market there are; vegetables, potatoes, tomatoes, butter, milk, steaks, and chicken.
5. Items included in the shopping list there are; vegetables, potatoes, tomatoes, butter, milk.

##### **B. Post-test I**

1. The title of the story above is “Cinderella’s Story”
2. The figures in the story Cinderella is Cinderella, Anastasia, Drizella, Prince, Stepmother, Servant, Fairy mother
3. She was kind and beautiful
4. Yes, she did
5. Fairy mother

##### **C. Post-test II**

The step of Cinderella’s story:

1. Cinderella’s story
2. In ancient times there lived a beautiful girl kindhearted. The girl named Cinderella

Kindness makes everyone love her even animals loved her, too, especially his two friends Gus and Jaq. They would do anything for Cinderella friend.

3. Cinderella lives with stepmother and two stepbrothers named Anastasia and Drizella. Unlike the good and diligent Cinderella, Anastasia and Drizella very lazy and jealous. They told Cinderella do all the jobs crate cleaning, sewing, cooking and gardening. Although the two brothers very bad treatment but Cinderella trying to do my best and try to make stepmother and two stepbrothers happy.
4. Mrs Tremaine Cinderelaa Tiri mother is a person who is cold, cruel and very jealous with the charm and beauty of Cinderella. She loves to make cinderella busy with all the work, even Cinderella did not make compassion fatigue. He even gave an additional task that is requested Cinderella bathe naughty cat, Lucifer.
5. One day, a messenger of istama arrived by special invitation. There will be a big party at the palace.  
  
The king wanted his son immediately look for a wife. Every young girl in the kingdom were invited, including Cinderella.
6. Cinderella is very excited with the party invitations. In the attic, he found a dress that had belonged to his mother.  
  
The dress was a bit old-fashioned, but with intelligence Cinderella make it into a beautiful gown!
7. Mrs Tremaine not want Cinderella stepson went to the party to be held at the palace. He wants the Prince to meet Anastasia and Drizella. He

is hopeful Prince will marry one of her two children! Mrs Tremaine continue to give Cinderella a job very much. He will make Cinderella busy all night. This will make Cinderella did not have a chance to come to a big party at the royal palace.

8. While Cinderella continues to work to complete the task of his stepmother, mice and birds helping make dresses cinderella be wonderful. They add ribbons and beads that had been discarded by both Cinderella's stepsister.
9. The animals that work together to create a simple old-fashioned dress the dress is beautiful and remarkable.
10. Cinderella was very happy to see her mother's dress. The dress is very beautiful and richly in his body. Now he can go to a party with confidence.  
  
"Oh, thank you so much!" Cinderella on his companions said Gus, Jaq, and the birds.
11. When family stepchildren Cinderella see ribbons and beads long their Cinderella dresses, they become angry. They are jealous of the beautiful Cinderella dress and glittering.
12. Although the beads and ribbons that they waste, they ask for it back.  
  
Even Cinderella They ripped clothes to remove the beads and ribbons.  
  
Mrs. Tremaine did not stop the girls. He was jealous because cinderella look very pretty and charming using the old dress.
13. Laughing, the two stepbrothers left Cinderella. Cinderella going to the party dream vanished. Not enough time for her to go to the palace.

14. Cinderella ran into the garden and cried. At that time all of a sudden, came the Fairy Godmother. With her magic wand to change the pumpkin into a beautiful carriage.

15. Cinderella can now go to a party, but there is still one problem.

Cinderella dress has been damaged and can not be used.

"Bibbidi-Bobbidi-boo!" said the fairy godmother waving her wand back. Magical Cinderella now wearing beautiful gowns and sparkling glass slippers. But Mrs. fairy warned. By the time the clock struck 12:00 the night right, magic spells will vanish.

16. At the party, a handsome prince can not release his eyes from

Cinderella who looks extraordinarily beautiful and charming. Not wasted chance she immediately took Cinderella to dance.

The orchestra played, and the prince started to dance with a pretty girl whose name he still does not know. And for Cinderella, the night was a dream come true.

17. Time passed, the clock is approaching midnight.

"Goodbye!" Cinderella said and then hurried away.

"Wait!" said the Prince. "I do not even know your name!"

Cinderella ran in a hurry. He worried dimension perni mother disappeared when he was still in the party. When running one of her glass slippers behind.

18. Both Cinderella and Prince Charming can not forget what happened on

that night. They both miss each other. Prince sent a messenger to find a girl who fits the glass slipper. The envoy came to each house to ask all

the girls try the glass slipper. Both stepsister Cinderella try the glass slipper. They were both too big leg but continued to force entry. Lady Tremaine Cinderella locked in the attic, but friends Cinderella freed her.

19. At the time try the glass slipper Cinderella palace messenger brought, Lady Tremaine tripped so that the glass slipper Cinderella destroyed but the other has in his pocket. And it fits!

20. Cinderella and the Prince get married. Everyone rejoice, including Cinderella's mice friends Gus and Jaq, who wore a special outfit for the wedding. Filled with joy, the Cinderella Prince Charming and live happily ever after.

## APPENDIX IV

### OBSERVATION SHEET

Focus	Topic	Cycle I		Cycle II	
		Yes	No	Yes	No
The researcher as the teacher	<ul style="list-style-type: none"> <li>• The teacher explains about snake and ladder game</li> </ul>	√			√
	<ul style="list-style-type: none"> <li>• The teacher gave chance for students to ask about snake and ladder game</li> </ul>	√		√	
	<ul style="list-style-type: none"> <li>• The teacher observes students' activities and behavior while teaching learning process runs</li> </ul>	√		√	
	<ul style="list-style-type: none"> <li>• The teacher motivates students to show their best in vocabulary</li> </ul>	√		√	
Students	<ul style="list-style-type: none"> <li>• Students listen and pay attention to the teacher explaining snake and ladder game</li> </ul>	√		√	
	<ul style="list-style-type: none"> <li>• Students deliver questions when the teacher gives them a chance</li> </ul>	√		√	
	<ul style="list-style-type: none"> <li>• Students ask the teacher about snake and ladder game</li> </ul>	√			√
	<ul style="list-style-type: none"> <li>• Some of students are still confuse and do not know what to</li> </ul>	√			√

	<p>do</p> <ul style="list-style-type: none"> <li>• All of students come to follow the test</li> <li>• Students use dictionary to help them find the difficult word</li> <li>• All of students use dictionary when they are studying in the class</li> <li>• Students give good response to the activities in the classroom</li> <li>• Students are interesting to the teacher instruction and explanation</li> <li>• Students always get out and get in during learning and teaching process</li> <li>• Students always play in the classroom</li> </ul>	√	√	√	√
Situation	<ul style="list-style-type: none"> <li>• The classroom is comfortable</li> <li>• The classroom is far from crowd</li> <li>• The classroom is noisy</li> <li>• The classroom has media such as</li> </ul>	√	√	√	√



	whiteboard, marker, duster.				
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## **APPENDIX V**

### **DIARY NOTE**

#### **First Meeting (Monday, 03 April 2017)**

Today was the first meeting. It was so tired because I had not know the class. The students were still noisy. And the result of evaluation was still low. The students were shy and still confused to work in group of descring pictures strategy.

#### **Second Meeting (Thursday, 06 April 2017)**

This was the second meeting and I want to make better than before. I give more motivation to the students and guide them together with the collaborator to help them work in group. The students has been better to do describing pictures strategy than before. They become more understand.

#### **Third Meeting (Monday, 10 April 2017)**

In the third meeting I come to the school early than before. I try to explain more about introducing. I motivate them to be more active because I will chose the best group in this meeting. And there will be test also for the Pre Test and Post test I. I am happy that the students become more active and the result of evaluation improved.

#### **Fourth Meeting ( Thursday, 13 April 2017)**

Today was the cycle II and the fourth meeting. I give some advice for them about the story of Cinderella. They are happy to listen at the time. They are excited to listen my story. After telling about that I need them again to sit in group and study about describing pictures strategy in group. I don't know why they had high spirit to study today.

#### **Fifth Meeting (Monday, 17 April 2017)**

This was the nice day. The students become more familiar with describing pictures strategy . They sit in group and practice to describe their idol. They are very happy. They tell about their parents, favorite artist, football player and others.

#### **Sixth Meeting (Thursday, 20 April 2017)**

Today the last meeting, the students still sit in group and they will be tested for the speaking performance and the award for the best group. I am happy because the students' score was better than before. Because this is the last meeting. I interview some of them about describing pictures strategy. I gave the questionnaire sheet and I am so happy that they like my teach in the class.

## **APPENDIX VI**

### **INTERVIEW SHEET**

a. Interview questions to the teacher in the first meeting

- What do you think about this class?
- What do you do when you teach speaking in the class?
- Do you think the students have high enthusiastic in speaking class?
- Do they cooperate with their friends when they speak?
- Have you ever put them in group in teaching English especially speaking?

b. Interview questions to the teacher in the last meeting

- What do you think about describing pictures strategy?
- What do you think about students' ability in speaking after applying describing pictures strategy?
- Are you interested to use and apply this strategy in your class to teach speaking?

c. Interview questions to the students in the first meeting

- Do you think speaking is difficult?
- What difficulty do you have in speaking English?
- What do you do while you are speaking English?
- Are you interested study speaking in group?

- Do you often feel bored when studying speaking?

d. Interview questions to the students in the last meeting

- What do you think about describing pictures strategy?
- Do you feel speaking is difficult after using describing pictures strategy?
- Do you have a better score after using describing pictures strategy?
- Do you still feel bored in studying speaking?
- What do you do while working in group?

### **The Transcription of the interview**

Interview : Mira Wahyuni Lubis

Date : 8 Maret 2017

Duration : 10 minutes

- **Interviewing the students in the first meeting**

Researcher : Good morning students.

Student 1 : Good morning Miss

Researcher : Do you think speaking is difficult?

Student 1 : Yes Miss. Speaking is very difficult for me

Student 2 : Yes, a little Miss

Researcher : What difficulty do you have in speaking English?

Student 1 : I don't know the vocabulary and shame with friends

Miss

Student 2 : Yes Miss. I am afraid if speaking English

Researcher : Are you interested study speaking in group?

Student 1 : I think it is good for me Miss

Student 2 : Yes, I wil try it.

- **Interviewing the students in the last meeting**

Researcher : What do you think of Describing Pictures Strategy?

Student 1 : I think the strategy is interesting and fun

Student 2 : Yes Miss, we are happy to study use describing pictures strategy

Researcher : Do you feel speaking is difficult after using describing pictures strategy?

Student 1 : No, It is more easy.

Student 2 : It is not difficult again Miss

Researcher : Do you have a better score after using describing pictures strategy?

Student 1 : Yes Miss. My score is higher and better

Student 2 : Me too

Researcher : Do you still feel bored in studying speaking?

Student 1	: Not again Miss
Student 2	: No Miss, we feel happy to speak
Researcher	: What do you do while working in group?
Student 1	: We discuss and practice to speak Miss
Student 2	: We practice speaking and correct our
pronunciation	together Miss.

- **Interviewing the teacher in the first meeting**

Researcher	: Good morning, Sir
Teacher	: Good morning
Researcher	: What do you think about the students in the class?
Teacher	: I think the students are good enough. There
are several	students that have good enough capability in
learning	English but most of them are still difficult to
learn.	
Researcher	: Do you think the students have high
motivation in	speaking class?
Teacher	: They are not too interested in speaking
because they are	afraid to be wrong
Researcher	: Do they cooperate with their friends when
they speak?	
Teacher	: No, they don;t want to much speak
cooperate with their	friends.

Researcher : Have you ever put them in group in teaching  
especially speaking?

Teacher : Seldom

- **Interviewing the teacher in the last meeting**

Researcher : What do you think about describing pictures  
strategy?

Teacher : I think is good strategy to apply. The  
students can speak bravely in group and they become more  
cooperative

Researcher : What do you think about students' ability in  
speaking after applying describing pictures strategy?

Teacher : Their ability is improved and I am very  
happy to see the improvement

Researcher : Are you interested to use and apply this  
strategy in your class to teach speaking?

Teacher : Yes I am interested and I will try to use this  
strategy in teaching speaking in my class.



## APPENDIX VII

### DOCUMENTATION



The researcher explains about describing pictures strategy



The Students are discussing about the material



The Instrument of Post-Test II



The researcher explained the material



The researcher interviewed the students at the last time





The researcher give motivation to students

## APPENDIX VIII

### STUDENT'S NAME

No	The Students Name
1.	Alif Syah, HK
2.	Desy Hefa Nurwanda Salamoni
3.	F.Riil Salsabila
4.	Ismailiyah Putri
5.	Mhd. Daffi Azidan
6.	Muhammad Hengky Tahir Hutasuhut
7.	M. Syafii
8.	Marisa
9.	Melisa
10.	Nazwa Asfia
11.	Naiya Zohola
12.	Nur Husna Afida
13.	Rizka Vista
14.	Rangga Hasibuan
15.	Raihan Mahmud

	Hutasuhut
16.	Rizky Fadhillah Assad
17.	Siti Khotimah
18.	Syafikah Annisa
19.	Wahyu Ramadhan R
20.	Adinda Putri Aisyah
21.	Saibatul Hasanah Lubis
22.	Heri Perdana

## **BIOGRAFY**

### **C. PERSONAL**

Name : Mira Wahyuni Lubis

NIM : 34.13.4.190

Department : English Education

Faculty : Faculty of Tarbiyah and Teachers' Training

Place/ Date of Birth : Medan, 1 Juni 1995

Address/ Email : Jalan Terusan Bandar Setia Dusun V  
mirawahyuni12@yahoo.com

Phone Number : 087868845323

Advisor I : Dr. Derliana Marbun, M.Pd

Advisor II : Ernita Daulay, S.Pd, M. Hum

Title : The Implementation of Describing Pictures Strategy in  
Improving Student's Speaking Ability at MTs Yayasan  
Madrasah Islamiyah Medan

Motto : Make yourself shine in your own way

### **D. EDUCATION**

5. SD Negeri 106811 Bandar Setia, tamat tahun 2006
6. SMP Negeri 29 Medan, tamat tahun 2010
7. MAS Plus Al-Ulum Medan, tamat tahun 2013
8. Mahasiswi Fakultas Tarbiyah UIN Sumatera Utara Medan tahun 2013  
sampai 2017

## **APPENDIX I**

### **LESSON PLAN**

#### **(CYCLE I)**

<b>Nama Sekolah</b>	<b>: MTs Yayasan Madrasah Islamiyah Medan</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/Semester</b>	<b>: VII/ 2</b>
<b>Alokasi Waktu</b>	<b>: 2 x 40 menit</b>
<b>Aspek/ Skill</b>	<b>: Berbicara (Speaking)</b>
<b>Topik Pembelajaran</b>	<b>: Shopping List</b>
<b>Pertemuan Ke</b>	<b>: 1-2</b>

#### **M. Standar Kompetensi**

##### **Berbicara**

2. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

#### **N. Kompetensi Dasar**

- 2.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima



untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur : meminta dan memberi jasa, meminta dan memberi barang, dan meminta memberi fakta.

#### **O. Indikator Pencapaian Kompetensi**

<b>Indikator Pencapaian Kompetensi</b>
<ul style="list-style-type: none"><li>• Mengidentifikasi makna kata percakapan pada cerita tersebut</li><li>• Menuliskan kata-kata yang hilang pada percakapan</li><li>• Mengidentifikasi to be pada percakapan</li><li>• Mencari kata-kata yang hilang pada dialog.</li></ul>

#### **P. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat :

- Merespon dengan benar terhadap apa yang di dengar dari percakapan
- Memahami teks percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

*Karakter siswa yang diharapkan :*

- Dapat dipercaya ( *Trustworthines* )
- Rasa hormat dan perhatian ( *respect* )
- Tekun ( *diligence* )

- Tanggung jawab ( *responsibility* )

## **Q. Materi Pokok**

*Read the following conversation*

Todd : OK, so what do we need?

Olivia : Let's look at the vegetables. We need some potatoes.

Todd : How about tomatoes? Do we need any tomatoes?

Olivia : Yes we do. They're on the list.

Todd : Let's go over there to the dairy section. We need some butter.

Olivia : Do we have any milk?

Todd : Yes, we have some at home.

Olivia : We also need steaks for dinner tonight.

Todd : Yeah, some chickens for Saturday night. But there is no chicken in our list. We still have in the fridge.

## **R. Metode Pembelajaran/Teknik:**

Technique Discussion

## **S. Strategi Pembelajaran**

### **Pertemuan Pertama dan Kedua**

- **Langkah-langkah Kegiatan Pembelajaran**

- **Kegiatan Awal (10')**

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- Berdoa sebelum memulai pelajaran
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)

- **Kegiatan Inti (70')**

***Eksplorasi***

Dalam kegiatan eksplorasi guru:

- Memberikan materi dalam bentuk gambar tentang materi yang telah dipelajari sebelumnya..
- Memberikan kesempatan pada peserta didik untuk mengungkapkan opini mereka.

***Elaborasi***

Dalam kegiatan elaborasi guru:

- Merespon materi tentang *Shopping List*
- Merespon materi tentang contoh *Shopping List*
- Merespon materi tentang *Speak to the complaints made by five customers. While listening, write number (1,2,3,4,5) according to the complaint they made*
- Merespon materi tentang *Listen to the dialog and fill in the missing words.*

- Merespon materi tentang *Whilelistening to the conversation, complete the missing words.*

### ***Konfirmasi***

Dalam kegiatan konfirmasi guru:

- Menjelaskan kembali tentang materi *Shopping List*
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi *Shopping List*
- **Kegiatan Akhir (10')**
  - Siswa diminta membuat rangkuman dari materi *Shopping List*
  - Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai *Shopping List*
  - Menyampaikan rencana pembelajaran pada pertemuan berikutnya

### **T. Sumber/Bahan/Alat**

Gambar

Kamus

Buku : LKS Bahasa Inggris

For Junior High School (VII)

### 1. Indikator, Teknik, Bentuk, dan Contoh.

Indikator	Teknik	Bentuk	Contoh	jawaban
<ul style="list-style-type: none"> <li>• Mengidentifikasi makna kata percakapan tentang Shopping List</li> <li>• Menuliskan kata-kata yang hilang pada percakapan</li> <li>• Mengidentifikasi to be pada percakapan Mencari kata-kata yang hilang pada dialog.</li> </ul>		Performance	-identifikasi makna kata percakapan tentang shopping list  -tulislah kata-kata yang hilang pada percakapan  -identifikasi to be pada pecakapan  - tulislah yang hilang kata-kata yang hilang pada dialog	

### II. Instrumen Penilaian

Make dialog and practice the dialog

### III. Pedoman Penilaian

No	Aspect of Scoring	Scoring		
		Low (45-59)	Average (60-75)	Good (76-100)
1	Pronunciation			
2	Intonation			
3	Stress			
4	Gestures			
	Total			
	Total Score			

#### EVALUASI

##### Penilaian kognitif :

Jenis : latihan soal dikerjakan secara individu

Bentuk : Lisan

Alat Penilaian : Terlampir

Indikatornya adalah siswa dapat menjawab soal latihan

### **Penilaian Psikomotor**

Siswa dapat mendemonstrasikan pertanyaan secara lisan

Jenis tagihan : individu

Bentuk penilaian : tanya jawab secara lisan (quick quiz)

### **Penilaian Afektif**

Jenis tagihan : tugas individu

**Mengetahui**

**Medan, 3**

**April 2017**

**Kepala Sekolah**

**Guru Mata**

**Pelajaran**

**RUSTAM, S.Pd.I**

**ABDAN EBIN**

**PURBA, S.Pd**

**Mahasiswa**

**MIRA WAHYUNI LUBIS**

**NIM : 34.13.4.190**

## LESSON PLAN

### (CYCLE II)

<b>Nama Sekolah</b>	<b>: MTs Yayasan Madrasah Islamiyah Medan</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Kelas/Semester</b>	<b>: VII/ 2</b>
<b>Alokasi Waktu</b>	<b>: 2 x 40 menit</b>
<b>Aspek/ Skill</b>	<b>: Berbicara (Speaking)</b>
<b>Topik Pembelajaran</b>	<b>: Descriptive Text</b>
<b>Pertemuan Ke</b>	<b>: 3-4</b>

#### **A. Standar Kompetensi**

##### **Berbicara**

1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

#### **B. Kompetensi Dasar**

- 1.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat



yang melibatkan tindak tutur : meminta dan memberi jasa,  
meminta dan memberi barang, dan meminta memberi fakta.

### C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi
<ul style="list-style-type: none"><li>• Mengidentifikasi makna kata percakapan pada cerita tersebut</li><li>• Menuliskan kata-kata yang hilang pada percakapan</li><li>• Mengidentifikasi to be pada percakapan</li><li>• Mencari kata-kata yang hilang pada dialog.</li></ul>

### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Merespon dengan benar terhadap apa yang di dengar dari percakapan
- Memahami teks percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

*Karakter siswa yang diharapkan :*

- U. Dapat dipercaya ( *Trustworthines*)
- V. Rasa hormat dan perhatian ( *respect* )
- W. Tekun ( *diligence* )
- X. Tanggung jawab ( *responsibility* )

## **E. Materi Pokok**

*Read the following text and complete the sentences below the text.*

### ***My Diva***

Agnes Monica is a famous pop singer. Most people in Indonesia know her.

She certainly looks like an angel. She is tall, slim and beautiful. Her hair is black.

She always wears fashionable clothes.

Her personality is as good as her voice. She is confident. She is also generous. She gives a lot of money to charity.

Her hobby is unique. She keeps a dog as a pet. She does not like cooking

## **F. Metode Pembelajaran/Teknik:**

Technique of Speech

## **G. Strategi Pembelajaran**

### **Pertemuan Pertama dan Kedua**

- **Langkah-langkah Kegiatan Pembelajaran**
- **Kegiatan Awal (10')**
  - Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
  - Berdoa sebelum memulai pelajaran

- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)

- **Kegiatan Inti (70')**

***Eksplorasi***

Dalam kegiatan eksplorasi guru:

- Memberikan materi dalam bentuk gambar tentang materi yang telah dipelajari sebelumnya..
- Memberikan kesempatan pada peserta didik untuk mengungkapkan opini mereka.

***Elaborasi***

Dalam kegiatan elaborasi guru:

- Merespon materi tentang *Descriptive Teks*
- Merespon materi tentang contoh *Descriptive Teks*
- Merespon materi tentang *Speak to the complaints made by five customers. While listening, write number (1,2,3,4,5) according to the complaint they made*
- Merespon materi tentang *Listen to the dialog and fill in the missing words.*
- Merespon materi tentang *Whilelistening to the conversation, complete the missing words.*

### ***Konfirmasi***

Dalam kegiatan konfirmasi guru:

- Menjelaskan kembali tentang materi *Descriptive Teks*
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi *Descriptive Teks*
  
- **Kegiatan Akhir (10')**
  - Siswa diminta membuat rangkuman dari materi *Descriptive Teks*
  - Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai *Descriptive Teks*
  - Menyampaikan rencana pembelajaran pada pertemuan berikutnya

### **H. Sumber/Bahan/Alat**

Gambar

Kamus

Buku : LKS Bahasa Inggris

For Junior High School (VII)

## I. Indikator, Teknik, Bentuk, dan Contoh.

Indikator	Teknik	Bentuk	Contoh	jawaban
<ul style="list-style-type: none"> <li>• Mengidentifikasi makna kata percakapan tentang Descriptive Teks</li> <li>• Menuliskan kata-kata yang hilang pada percakapan</li> <li>• Mengidentifikasi to be pada percakapan Mencari kata-kata yang hilang pada dialog.</li> </ul>		Performance	-identifikasi makna kata percakapan tentang descriptive teks  -tulislah kata-kata yang hilang pada percakapan  -identifikasi to be pada pecakapan  - tulislah yang hilang kata-kata yang hilang pada dialog	

## II. Instrumen Penilaian

**Make dialog and practice the dialog**

### III. Pedoman Penilaian

No	Aspect of Scoring	Scoring		
		Low (45-59)	Average (60-75)	Good (76-100)
1	Pronunciation			
2	Intonation			
3	Stress			
4	Gestures			
	Total			
	Total Score			

### EVALUASI

#### Penilaian kognitif :

Jenis : latihan soal dikerjakan secara individu

Bentuk : Lisan

Alat Penilaian : Terlampir

Indikatornya adalah siswa dapat menjawab soal latihan

#### Penilaian Psikomotor

Siswa dapat mendemonstrasikan pertanyaan secara lisan

Jenis tagihan : individu

Bentuk penilaian : tanya jawab secara lisan (quick quiz)

**Penilaian Afektif**

Jenis tagihan : tugas individu

**Mengetahui**

**Medan, 3**

**April 2017**

**Kepala Sekolah**

**Guru Mata**

**Pelajaran**

**RUSTAM, S.Pd.I**

**ABDAN EBIN**

**PURBA, S.Pd**

**Mahasiswa**

**MIRA WAHYUNI LUBIS**

**NIM : 34.13.4.190**

## APPENDIX II

### INSTRUMENTS OF EVALUATION

#### D. Pre-test

*Read the following conversation and answer the questions about shopping list.*

*This Morning in the market*

Todd : OK, so what do we need?

Olivia : Let's look at the vegetables. We need some potatoes.

Todd : How about tomatoes? Do we need any tomatoes?

Olivia : Yes we do. They're on the list.

Todd : Let's go over there to the dairy section. We need some butter.

Olivia : Do we have any milk?

Todd : Yes, we have some at home.

Olivia : We also need steaks for dinner tonight.

Todd : Yeah, some chickens for Saturday night. But there is no chicken in our list. We still have in the fridge.

#### Questions:

6. What was in the text above?

Answer:

7. Who is invited to come for shopping?

Answer:



8. Where will be the shopping?

Answer:

9. What they buy in the market?

Answer:

10. What items are included in the shopping list?

Answer:

### **E. Post-Test I**

## **CINDERELLA**

In ancient times there lived a beautiful girl kindhearted. The girl named Cinderella

Kindness makes everyone love her even animals loved her, too, especially his two friends Gus and Jaq. They would do anything for Cinderella friend.

Cinderella lives with stepmother and two stepbrothers named Anastasia and Drizella. Unlike the good and diligent Cinderella, Anastasia and Drizella very lazy and jealous. They told Cinderella do all the jobs crate cleaning, sewing, cooking and gardening.

Although the two brothers very bad treatment but Cinderella trying to do my best and try to make stepmother and two stepbrothers happy.

Mrs Tremaine Cinderelaa Tiri mother is a person who is cold, cruel and very jealous with the charm and beauty of Cinderella.

She loves to make cinderella busy with all the work, even Cinderella did not make compassion fatigue. He even gave an additional task that is requested Cinderella bathe naughty cat, Lucifer.

One day, a messenger of istama arrived by special invitation. There will be a big party at the palace.

The king wanted his son immediately look for a wife. Every young girl in the kingdom were invited, including Cinderella.

Cinderella is very excited with the party invitations. In the attic, he found a dress that had belonged to his mother.

The dress was a bit old-fashioned, but with intelligence Cinderella make it into a beautiful gown!

Mrs Tremaine not want Cinderella stepson went to the party to be held at the palace. He wants the Prince to meet Anastasia and Drizella. He is hopeful Prince will marry one of her two children!

Mrs Tremaine continue to give Cinderella a job very much. He will make Cinderella busy all night. This will make Cinderella did not have a chance to come to a big party at the royal palace.

While Cinderella continues to work to complete the task of his stepmother, mice and birds helping make dresses cinderella be wonderful. They add ribbons and beads that had been discarded by both Cinderella's stepsister.

The animals that work together to create a simple old-fashioned dress the dress is beautiful and remarkable.

Cinderella was very happy to see her mother's dress. The dress is very beautiful and richly in his body. Now he can go to a party with confidence.

"Oh, thank you so much!" Cinderella on his companions said Gus, Jaq, and the birds.

When saduara stepchildren Cinderella see ribbons and beads long their Cinderella dresses, they become angry. They are jealous of the beautiful Cinderella dress and glittering.

Although the beads and ribbons that they waste, they ask for it back. Even Cinderella They ripped clothes to remove the beads and ribbons. Mrs. Tremaine did not stop the girls. He was jealous because cinderella look very pretty and charming using the old dress.

Laughing, the two stepbrothers left Cinderella.

Cinderella going to the party dream vanished. Not enough time for her to go to the palace.

Cinderella ran into the garden and cried.

At that time all of a sudden, came the Fairy Godmother.

With her magic wand to change the pumpkin into a beautiful carriage.

Cinderella can now go to a party, but there is still one problem. Cinderella dress has been damaged and can not be used.

"Bibbidi-Bobbidi-boo!" said the fairy godmother waving her wand back. Magical Cinderella now wearing beautiful gowns and sparkling glass slippers. But Mrs. fairy warned. By the time the clock struck 12:00 the night right, magic spells will vanish.

At the party, a handsome prince can not release his eyes from Cinderella who looks extraordinarily beautiful and charming.

Not wasted chance she immediately took Cinderella to dance.

The orchestra played, and the prince started to dance with a pretty girl whose name he still does not know.

And for Cinderella, the night was a dream come true.

Time passed, the clock is approaching midnight.

"Goodbye!" Cinderella said and then hurried away.

"Wait!" said the Prince. "I do not even know your name!"

Cinderella ran in a hurry. He worried dimension perni mother disappeared when he was still in the party. When running one of her glass slippers behind.

Both Cinderella and Prince Charming can not forget what happened on that night. They both miss each other.

Prince sent a messenger to find a girl who fits the glass slipper. The envoy came to each house to ask all the girls try the glass slipper.

Both stepsister Cinderella try the glass slipper. They were both too big leg but continued to force entry

Lady Tremaine Cinderella locked in the attic, but friends Cinderella freed rat.

At the time try the glass slipper Cinderella palace messenger brought, Lady Tremaine tripped so that the glass slipper Cinderella destroyed but the other has in his pocket. And it fits!

Cinderella and the Prince get married. Everyone rejoice, including Cinderella's mice friends Gus and Jaq, who wore a special outfit for the wedding. Filled with joy, the Cinderella Prince Charming and live happily ever after.

**Questions:**

6. What is the title of the story above?

Answer:

7. Who were the figures in the story Cinderella?

Answer:

8. How was Cinderella?

Answer:

9. Did Cinderella go to the ball?

Answer:

10. Who helped Cinderella to go to the ball?

Answer:

### F. Post-test II

Speak to another people about “Story of Cinderella” by following the series of picture !

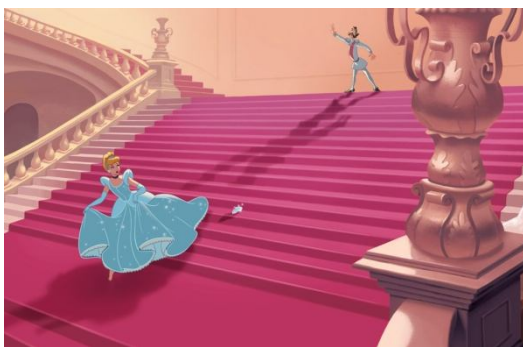
















### **APPENDIX III**

#### **ANSWER THE KEY OF THE TEST**

##### **D. Pre-test**

6. In the text above shopping list
7. Invited to come for shopping is Todd and Olivia
8. They are will be the shopping in the market
9. They buy in the market there are; vegetables, potatoes, tomatoes, butter, milk, steaks, and chicken.
10. Items included in the shopping list there are; vegetables, potatoes, tomatoes, butter, milk.

##### **E. Post-test I**

6. The title of the story above is “Cinderella’s Story”
7. The figures in the story Cinderella is Cinderella, Anastasia, Drizella, Prince, Stepmother, Servant, Fairy mother
8. She was kind and beautiful
9. Yes, she did
10. Fairy mother

##### **F. Post-test II**

The step of Cinderella’s story:

21. Cinderella’s story
22. In ancient times there lived a beautiful girl kindhearted. The girl named Cinderella

Kindness makes everyone love her even animals loved her, too, especially his two friends Gus and Jaq. They would do anything for Cinderella friend.

23. Cinderella lives with stepmother and two stepbrothers named Anastasia and Drizella. Unlike the good and diligent Cinderella, Anastasia and Drizella very lazy and jealous. They told Cinderella do all the jobs crate cleaning, sewing, cooking and gardening. Although the two brothers very bad treatment but Cinderella trying to do my best and try to make stepmother and two stepbrothers happy.
24. Mrs Tremaine Cinderelaa Tiri mother is a person who is cold, cruel and very jealous with the charm and beauty of Cinderella. She loves to make cinderella busy with all the work, even Cinderella did not make compassion fatigue. He even gave an additional task that is requested Cinderella bathe naughty cat, Lucifer.
25. One day, a messenger of istama arrived by special invitation. There will be a big party at the palace.
- The king wanted his son immediately look for a wife. Every young girl in the kingdom were invited, including Cinderella.
26. Cinderella is very excited with the party invitations. In the attic, he found a dress that had belonged to his mother.
- The dress was a bit old-fashioned, but with intelligence Cinderella make it into a beautiful gown!
27. Mrs Tremaine not want Cinderella stepson went to the party to be held at the palace. He wants the Prince to meet Anastasia and Drizella. He

is hopeful Prince will marry one of her two children! Mrs Tremaine continue to give Cinderella a job very much. He will make Cinderella busy all night. This will make Cinderella did not have a chance to come to a big party at the royal palace.

28. While Cinderella continues to work to complete the task of his stepmother, mice and birds helping make dresses cinderella be wonderful. They add ribbons and beads that had been discarded by both Cinderella's stepsister.

29. The animals that work together to create a simple old-fashioned dress the dress is beautiful and remarkable.

30. Cinderella was very happy to see her mother's dress. The dress is very beautiful and richly in his body. Now he can go to a party with confidence.

"Oh, thank you so much!" Cinderella on his companions said Gus, Jaq, and the birds.

31. When family stepchildren Cinderella see ribbons and beads long their Cinderella dresses, they become angry. They are jealous of the beautiful Cinderella dress and glittering.

32. Although the beads and ribbons that they waste, they ask for it back. Even Cinderella They ripped clothes to remove the beads and ribbons. Mrs. Tremaine did not stop the girls. He was jealous because cinderella look very pretty and charming using the old dress.

33. Laughing, the two stepbrothers left Cinderella. Cinderella going to the party dream vanished. Not enough time for her to go to the palace.

34. Cinderella ran into the garden and cried. At that time all of a sudden, came the Fairy Godmother. With her magic wand to change the pumpkin into a beautiful carriage.

35. Cinderella can now go to a party, but there is still one problem.

Cinderella dress has been damaged and can not be used.

"Bibbidi-Bobbidi-boo!" said the fairy godmother waving her wand back. Magical Cinderella now wearing beautiful gowns and sparkling glass slippers. But Mrs. fairy warned. By the time the clock struck 12:00 the night right, magic spells will vanish.

36. At the party, a handsome prince can not release his eyes from Cinderella who looks extraordinarily beautiful and charming. Not wasted chance she immediately took Cinderella to dance.

The orchestra played, and the prince started to dance with a pretty girl whose name he still does not know. And for Cinderella, the night was a dream come true.

37. Time passed, the clock is approaching midnight.

"Goodbye!" Cinderella said and then hurried away.

"Wait!" said the Prince. "I do not even know your name!"

Cinderella ran in a hurry. He worried dimension perni mother disappeared when he was still in the party. When running one of her glass slippers behind.

38. Both Cinderella and Prince Charming can not forget what happened on that night. They both miss each other. Prince sent a messenger to find a girl who fits the glass slipper. The envoy came to each house to ask all



the girls try the glass slipper. Both stepsister Cinderella try the glass slipper. They were both too big leg but continued to force entry. Lady Tremaine Cinderella locked in the attic, but friends Cinderella freed her.

39. At the time try the glass slipper Cinderella palace messenger brought, Lady Tremaine tripped so that the glass slipper Cinderella destroyed but the other has in his pocket. And it fits!

40. Cinderella and the Prince get married. Everyone rejoice, including Cinderella's mice friends Gus and Jaq, who wore a special outfit for the wedding. Filled with joy, the Cinderella Prince Charming and live happily ever after.

## APPENDIX IV

### OBSERVATION SHEET

Focus	Topic	Cycle I		Cycle II	
		Yes	No	Yes	No
The researcher as the teacher	<ul style="list-style-type: none"> <li>The teacher explains about snake and ladder game</li> </ul>	√			√
	<ul style="list-style-type: none"> <li>The teacher gave chance for students to ask about snake and ladder game</li> </ul>	√		√	
	<ul style="list-style-type: none"> <li>The teacher observes students' activities and behavior while teaching learning process runs</li> </ul>	√		√	
	<ul style="list-style-type: none"> <li>The teacher motivates students to show their best in vocabulary</li> </ul>	√		√	
Students	<ul style="list-style-type: none"> <li>Students listen and pay attention to the teacher explaining snake and ladder game</li> </ul>	√		√	
	<ul style="list-style-type: none"> <li>Students deliver questions when the teacher gives them a chance</li> </ul>	√		√	
	<ul style="list-style-type: none"> <li>Students ask the teacher about snake and ladder game</li> </ul>	√			√
	<ul style="list-style-type: none"> <li>Some of students are still confuse and do not know what to</li> </ul>	√			√

	<p>do</p> <ul style="list-style-type: none"> <li>• All of students come to follow the test</li> <li>• Students use dictionary to help them find the difficult word</li> <li>• All of students use dictionary when they are studying in the class</li> <li>• Students give good response to the activities in the classroom</li> <li>• Students are interesting to the teacher instruction and explanation</li> <li>• Students always get out and get in during learning and teaching process</li> <li>• Students always play in the classroom</li> </ul>	√	√	√	√
Situation	<ul style="list-style-type: none"> <li>• The classroom is comfortable</li> <li>• The classroom is far from crowd</li> <li>• The classroom is noisy</li> <li>• The classroom has media such as</li> </ul>	√	√	√	√

	whiteboard, marker, duster.				
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## **APPENDIX V**

### **DIARY NOTE**

#### **First Meeting (Monday, 03 April 2017)**

Today was the first meeting. It was so tired because I had not know the class. The students were still noisy. And the result of evaluation was still low. The students were shy and still confused to work in group of descring pictures strategy.

#### **Second Meeting (Thursday, 06 April 2017)**

This was the second meeting and I want to make better than before. I give more motivation to the students and guide them together with the collaborator to help them work in group. The students has been better to do describing pictures strategy than before. They become more understand.

#### **Third Meeting (Monday, 10 April 2017)**

In the third meeting I come to the school early than before. I try to explain more about introducing. I motivate them to be more active because I will chose the best group in this meeting. And there will be test also for the Pre Test and Post test I. I am happy that the students become more active and the result of evaluation improved.

#### **Fourth Meeting ( Thursday, 13 April 2017)**

Today was the cycle II and the fourth meeting. I give some advice for them about the story of Cinderella. They are happy to listen at the time. They are excited to listen my story. After telling about that I need them again to sit in group and study about describing pictures strategy in group. I don't know why they had high spirit to study today.

#### **Fifth Meeting (Monday, 17 April 2017)**

This was the nice day. The students become more familiar with describing pictures strategy . They sit in group and practice to describe their idol. They are very happy. They tell about their parents, favorite artist, football player and others.

#### **Sixth Meeting (Thursday, 20 April 2017)**

Today the last meeting, the students still sit in group and they will be tested for the speaking performance and the award for the best group. I am happy because the students' score was better than before. Because this is the last meeting. I interview some of them about describing pictures strategy. I gave the questionnaire sheet and I am so happy that they like my teach in the class.

## **APPENDIX VI**

### **INTERVIEW SHEET**

e. Interview questions to the teacher in the first meeting

- What do you think about this class?
- What do you do when you teach speaking in the class?
- Do you think the students have high enthusiastic in speaking class?
- Do they cooperate with their friends when they speak?
- Have you ever put them in group in teaching English especially speaking?

f. Interview questions to the teacher in the last meeting

- What do you think about describing pictures strategy?
- What do you think about students' ability in speaking after applying describing pictures strategy?
- Are you interested to use and apply this strategy in your class to teach speaking?

g. Interview questions to the students in the first meeting

- Do you think speaking is difficult?
- What difficulty do you have in speaking English?
- What do you do while you are speaking English?
- Are you interested study speaking in group?

- Do you often feel bored when studying speaking?

h. Interview questions to the students in the last meeting

- What do you think about describing pictures strategy?
- Do you feel speaking is difficult after using describing pictures strategy?
- Do you have a better score after using describing pictures strategy?
- Do you still feel bored in studying speaking?
- What do you do while working in group?

### **The Transcription of the interview**

Interview : Mira Wahyuni Lubis

Date : 8 Maret 2017

Duration : 10 minutes

- **Interviewing the students in the first meeting**

Researcher : Good morning students.

Student 1 : Good morning Miss

Researcher : Do you think speaking is difficult?

Student 1 : Yes Miss. Speaking is very difficult for me

Student 2 : Yes, a little Miss



Researcher : What difficulty do you have in speaking English?

Student 1 : I don't know the vocabulary and shame with friends

Miss

Student 2 : Yes Miss. I am afraid if speaking English

Researcher : Are you interested study speaking in group?

Student 1 : I think it is good for me Miss

Student 2 : Yes, I wil try it.

- **Interviewing the students in the last meeting**

Researcher : What do you think of Describing Pictures Strategy?

Student 1 : I think the strategy is interesting and fun

Student 2 : Yes Miss, we are happy to study use describing pictures strategy

Researcher : Do you feel speaking is difficult after using describing pictures strategy?

Student 1 : No, It is more easy.

Student 2 : It is not difficult again Miss

Researcher : Do you have a better score after using describing pictures strategy?

Student 1 : Yes Miss. My score is higher and better

Student 2 : Me too

Researcher : Do you still feel bored in studying speaking?

Student 1 : Not again Miss

Student 2 : No Miss, we feel happy to speak

Researcher : What do you do while working in group?

Student 1 : We discuss and practice to speak Miss

Student 2 : We practice speaking and correct our  
pronunciation together Miss.

- **Interviewing the teacher in the first meeting**

Researcher : Good morning, Sir

Teacher : Good morning

Researcher : What do you think about the students in the  
class?

Teacher : I think the students are good enough. There  
are several students that have good enough capability in  
learning English but most of them are still difficult to  
learn.

Researcher : Do you think the students have high  
motivation in speaking class?

Teacher : They are not too interested in speaking  
because they are afraid to be wrong

Researcher : Do they cooperate with their friends when  
they speak?

Teacher : No, they don;t want to much speak  
cooperate with their friends.

Researcher : Have you ever put them in group in teaching  
especially speaking?

Teacher : Seldom

- **Interviewing the teacher in the last meeting**

Researcher : What do you think about describing pictures  
strategy?

Teacher : I think is good strategy to apply. The  
students can speak bravely in group and they become more  
cooperative

Researcher : What do you think about students' ability in  
speaking after applying describing pictures strategy?

Teacher : Their ability is improved and I am very  
happy to see the improvement

Researcher : Are you interested to use and apply this  
strategy in your class to teach speaking?

Teacher : Yes I am interested and I will try to use this  
strategy in teaching speaking in my class.

## APPENDIX VII

### DOCUMENTATION



The researcher explains about describing pictures strategy



The Students are discussing about the material



The Instrument of Post-Test II



The researcher explained the material



The researcher interviewed the students at the last time



The researcher give motivation to students

## APPENDIX VIII

### STUDENT'S NAME

No	The Students Name
23.	Alif Syah, HK
24.	Desy Hefa Nurwanda Salamoni
25.	F.Riil Salsabila
26.	Ismailiyah Putri
27.	Mhd. Daffi Azidan
28.	Muhammad Hengky Tahir Hutasuhut
29.	M. Syafii
30.	Marisa
31.	Melisa
32.	Nazwa Asfia
33.	Naiya Zohola
34.	Nur Husna Afida
35.	Rizka Vista
36.	Rangga Hasibuan
37.	Raihan Mahmud

	Hutasuhut
38.	Rizky Fadhillah Assad
39.	Siti Khotimah
40.	Syafikah Annisa
41.	Wahyu Ramadhan R
42.	Adinda Putri Aisyah
43.	Saibatul Hasanah Lubis
44.	Heri Perdana



## **BIOGRAFY**

### **E. PERSONAL**

Name : Mira Wahyuni Lubis

NIM : 34.13.4.190

Department : English Education

Faculty : Faculty of Tarbiyah and Teachers' Training

Place/ Date of Birth : Medan, 1 Juni 1995

Address/ Email : Jalan Terusan Bandar Setia Dusun V  
mirawahyuni12@yahoo.com

Phone Number : 087868845323

Advisor I : Dr. Derliana Marbun, M.Pd

Advisor II : Ernita Daulay, S.Pd, M. Hum

Title : The Implementation of Describing Pictures Strategy in  
Improving Student's Speaking Ability at MTs Yayasan  
Madrasah Islamiyah Medan

Motto : Make yourself shine in your own way

### **F. EDUCATION**

9. SD Negeri 106811 Bandar Setia, tamat tahun 2006
10. SMP Negeri 29 Medan, tamat tahun 2010
11. MAS Plus Al-Ulum Medan, tamat tahun 2013
12. Mahasiswi Fakultas Tarbiyah UIN Sumatera Utara Medan tahun 2013  
sampai 2017